

ROSTRUM

VOLUME 84

ISSUE 5

JANUARY 2010



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Session	Arrival	Departure
Individual Events	June 22, 2010	July 6, 2010
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CX Debate Session 1 (Marathon & Experienced)	June 20, 2010	July 9, 2010
CX Debate Session 2 (Marathon & Experienced)	July 12, 2010	July 31, 2010
CX Debate Supersession/Survivors	June 20, 2010	July 31, 2010
UTNIF CX Novice	July 16, 2010	July 25, 2010
Lincoln-Douglas Debate	July 12, 2010	July 25, 2010
Lincoln-Douglas Debate + Extension	July 12, 2010	July 30, 2010
UIL Focus CX Minisession A	July 13, 2010	July 19, 2010
UIL Focus CX Minisession B	July 21, 2010	July 27, 2010

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The Diversity of Debating

*by Jason M. Jerista,
Lincoln Financial Group*

Simply put, diversity enriches debating. Individuals from diverse backgrounds can leverage their unique life experiences to answer the pressing questions of our time. By offering differing perspectives, a diverse group of individuals can collaborate to craft innovative arguments that would have gone undiscovered by a homogenous group. Melding groups with different interests, ideas, and cultural and economic backgrounds can help members of the National Forensic League more critically analyze topics, conduct research, and formulate lucid arguments. The experiences you will gather by creating a diverse team can help uncover new ideas and opportunities to strengthen your presentations. By having an educator, friend, and/or family member hear your arguments, they may be able to share their perspectives with you, which may help you improve your arguments. Incorporating diverse views in your debating practice can help you to become a more complete debater.

In addition to helping you at NFL competitions, participating on diverse teams and embracing new perspectives can help you in your career. Generally speaking, cross-functional teams, which include members from a variety of departments, are growing in popularity across a number of industries. By laying a solid foundation as a member of the NFL, you will be able to quickly adapt to being a member of a cross-functional team. When you face tough questions at work, you will be well-equipped to gather ideas from multiple sources and experts from different

backgrounds to help you find the optimal solution. Regardless of where you decide to spend your career, your exposure to diversity and your ability to bring people and ideas together will contribute to your success.

Understanding the importance of diversity through the NFL will also positively impact your community. Although it may be easy to identify ways that others are different from you, I encourage you to find similarities. Every person in the world has at least one thing in common. Whether it is a favorite sport or movie, having a younger sibling, or a desire to travel the world, there is always



something that you share with someone else. Sometimes it is more difficult to identify commonalities, but inevitably, they are there. It is your challenge to find the common ground between yourself and people who, on the surface, may seem to be completely different. By finding common bonds, you will be able to build connections and relationships which will make you a stronger debater, a more valuable professional, and a more well-rounded person. Ultimately, appreciating and effectively leveraging diversity will be an asset to you, your NFL team, and your community. ■



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From the Editor J. Scott Wunn



Dear NFL,

On October 6, 2009, my son (a South Korean adoptee) became a United States citizen. At 19 months old, I am certain that he does not understand the significance of that day in the Fond du Lac County courthouse. He does not yet know the rights and privileges that will be afforded him, nor the responsibilities he will have as a member of a future generation of potential leaders. As he grows, he will begin to understand the diversity of opportunities available. His education and character will be shaped by his experiences. As a father, I can only hope that the people my son meets, the schools he attends, and the organizations he chooses provide every opportunity for growth. As the Executive Director of the NFL, I say that the NFL must be one of these organizations.

This month's issue of *Rostrum* serves to further open our eyes to the importance of providing a sound educational future for our young people. At the core of the NFL's mission is its commitment to promoting forensic activities to a diverse population of students. This understanding and focus is being conceptualized through the NFL's new Diversity Challenge Initiative. Our anchor project in this program is NFLtv.org, a video portal built to provide essential access to key resources and serve as a living history of the League.

During 2010, the NFL plans to expand its scope of resources and partnerships to allow for diverse opportunities and diverse participation. The time has come to make the educational experience that is available through forensic competition accessible to the masses. NFL history is packed with stories of students who have turned their unique training in forensics into skills that led to key societal decision-making and impact.

I encourage all member coaches and students to join in the initiative to expose NFL activities and benefits to the entire educational community.

Sincerely,



J. Scott Wunn
NFL Executive Director

Rostrum

Official Publication of the National Forensic League

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(USPS 471-180) (ISSN 1073-5526)
Rostrum is published monthly (except for June-August) each year by the National Forensic League, 125 Watson Street, Ripon, WI 54971. Periodical postage paid at Ripon, WI 54971. POSTMASTER: send address changes to the above address.

Subscription Prices
Individuals: \$10 for one year
\$15 for two years
Member Schools:
\$5 for each additional subscription

Rostrum provides a forum for the forensic community. The opinions expressed by contributors are their own and not necessarily the opinions of the National Forensic League, its officers or members. The NFL does not guarantee advertised products and services unless sold directly by the NFL.

TOPICS

January 2010 Public Forum Debate

Resolved: President Obama's plan for increasing troops in Afghanistan is in the United States' best interest.

January/February 2010 Lincoln Douglas Debate

Resolved: Economic sanctions ought not be used to achieve foreign policy objectives.

2009-2010 Policy Debate

Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

Partnership Contest Resolution

February/March 2010 The People Speak Topic

Visit www.nflonline.org/Topics

NFL Hall of Fame Nominations Due!

**Nominations must be postmarked
no later than February 2, 2010.**

Mail nominations and coach biographies (300 word limit) to:

Sandy Krueger | National Forensic League
PO Box 38 | Ripon, WI 54971

or e-mail to:

sandy.krueger@nationalforensicleague.org

Topic Release Information

Lincoln Douglas debate topics are available by calling the NFL Topic Hotline at 920-748-LD4U (5348) or by visiting www.nflonline.org/Topics.

LD Topic Release Dates:

August 15	--	September-October Topic
October 1	--	November-December Topic
December 1	--	January-February Topic
February 1	--	March-April Topic
May 1	--	National Tournament Topic

Public Forum Topic Release Dates:

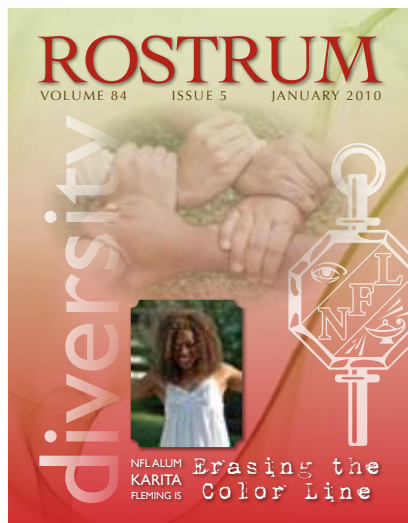
August 15	--	September Topic
September 1	--	October Topic
October 1	--	November Topic
November 1	--	December Topic
December 1	--	January Topic
December 15	--	February Topic
February 1	--	March Topic
March 1	--	April Topic
May 1	--	National Tournament Topic

Policy Debate Topic for 2010-2011

- Topic synopsis and ballot printed in October *Rostrum*
- Final ballot for Policy Debate topic in December *Rostrum*
- Topic for 2010-2011 released in February *Rostrum*

ROSTRUM

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as a Confident Woman of Color**

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Board Election Information

NATIONAL FORENSIC LEAGUE Election Year for Board of Directors

Election of Board Members shall be conducted in even-numbered years as follows:

- Any member coach with five years of NFL coaching experience and any current or past District Chair may become a candidate for the Board of Directors by so advising the Executive Director in writing before February 1, 2010 **by certified mail**.
- Present members of the Board of Directors whose terms expire on July 31 shall become candidates for re-election by filing a written statement with the Executive Director by February 1, 2010 **by certified mail**.
- No person may be a candidate or serve as a member of the Board of Directors if he or she will reach 70 years of age before or during his or her term in office. This rule does not apply to the Administrative Representative who is appointed by the Board of Directors every two years.
- Each candidate shall be allotted one *Rostrum* column, unedited by the NFL National Office, to support his/her candidacy. The column must be no longer than 400 words in length and must be submitted in writing to the Executive Director by February 1, 2010 **by certified mail**. Each candidate may include a photo to accompany the column.
- Each provisional, member, and charter chapter school shall be mailed a ballot on which the candidates' names appear in an order drawn by lot and on which the school shall vote for four candidates. A chapter's active members and degrees (total strength) on record in the National Office on May 1, 2010 shall determine the number of votes it is allotted. A charter chapter will be granted the number of votes equal to its total strength. Provisional and member chapters shall be granted the number of votes equal to one-half their total strength.
- All seats are not up for election. Board members Don Crabtree, Harold Keller, Pamela McComas, and Timothy Sheaff were elected in 2006, and their seats are up for re-election in 2010.

Ballots will be mailed to schools on April 1, 2010.

Schools not receiving a ballot by April 9, 2010 should contact the National Office.

Reminder: The deadline for returning ballots is (postmarked) no later than May 1, 2010.

Results will be posted at www.nflonline.org on May 14, 2010.

Families *Leading* the Way...

The parents of the students featured here made recent gifts to the **Bruno E. Jacob Youth Leadership Fund** in honor of their 2009 National Tournament competitor. Their generosity supports the NFL in giving youth a voice for generations to come!

Student: **Helene Dick**
Sacred Heart High School, MS

Student: **Allison Feikes**
La Porte High School, IN

Student: **Anna Hamilton**
Topeka High School, KS
Parents: Sylvia and James Hamilton, Jr.

Student: **Douglas W. Hickey**
Sayre Area High School, PA
Parents: Timothy and Elizabeth Hickey

Student: **Emily Kemp**
Boone County High School, KY
Parent: Harriet Kemp

Student: **Joe Kozal**
Scottsbluff High School, NE
Parent: Ruth Kozal

Student: **Nikki Luke**
Blacksburg High School, VA
Parents: Tim Luke and Kay Heidbreder

Student: **Colin McElhinny**
Cathedral Prep High School, PA
Parents: Michael and Karen McElhinny

Student: **James Mersol**
University School, OH
Parents: Gregory and Elaine Mersol

Student: **Lauren Phelps**
Myers Park High School, NC

Student: **Chandler Rosenthal**
Berkeley Carroll School, NY

Student: **Karie Schultz**
Highlands Ranch High School, CO
Parents: Mark and Rita Schultz

Student: **Susan Taylor**
Liberty Senior High School, MO

Student: **Anthony Wang**
Solon High School, OH
Parents: Zhiyu and Meiju Wang

Student: **Logan Warberg**
Glacier High School, MT
Parent: Lori Warberg

Student: **John Weinstein**
Lincoln-Sudbury Regional High School, MA
Parent: Kerry Weinstein

Student: **Tyler Weston**
El Dorado High School, CA

Student: **Rachel Yang**
San Marino High School, CA

Student: **Michael Zehner**
Moffat County High School, CO

thank you!

Please send your tax-deductible donation to: Bruno E. Jacob Youth Leadership Fund, PO Box 38, Ripon, WI 54971
Or visit us online: www.nflonline.org/Giving/Bruno

How are YOU Giving Youth a Voice?

by Bethany Rusch



From left to right: Jeff Gubitz with son Ron, daughter Jennifer, daughter Leslie, future daughter-in-law Leslie Smith, and wife Charlene. Photo taken after Ron and Leslie's engagement during a 13K run in St. Louis, MO.

“**S**halom, Knoxville Jewish Alliance,” Jeff Gubitz answered on the other line when contacted recently by the NFL. Being the Executive Director of a community-wide non-profit organization, Gubitz is an expert at wearing many hats. His ability to balance his many responsibilities and think on his feet began during his high school days as an extemper when he completed his “apprenticeship for life” in forensics.

Growing up Jewish in a world splintered by World War II, Gubitz’s parents never had the opportunity to be involved in speech and debate. Still, they insisted that he join the forensic team at Munster High School (Munster, Indiana) and supported his participation throughout his four years in the NFL. His father got up many Saturday mornings at 2am to ensure that Gubitz made it to the school bus on time. “I remember the

Individuals across the country are giving NFL youth a voice each day.

Each month, an NFL giver will be featured in this format to highlight the incredibly **dedicated** efforts of parents, coaches, students, alumni, and other supporters. Our long-standing **tradition** of excellence in high school speech and debate education will shine through the stories of our lifeline—**YOU**.

girls with curlers in their hair, bundled up in blankets for our early morning treks,” Gubitz says. His mother made sure he had the right clothes to compete and that he went to bed early on Friday nights, after temple, to be prepared for his weekend tournaments. While neither of his parents attended college, his father’s love of reading and current events

made him uniquely prepared to serve as a judge at tournaments. “He fit the speech and debate culture perfectly,” states Gubitz.

Gubitz’s parents were quite proud of their son’s forensic talents, which emerged while he was a domestic and international extemper. As a sophomore, Gubitz moved into Dramatic and Humorous Interpretation as well as Radio Broadcasting. He added Poetry into the mix as a junior and went on to win the Indiana State High School competition as a senior. He placed 3rd in Dramatic Interpretation as a senior at the 1969 NFL national tournament in Washington, DC, with a cutting from *Marty*. “Attending nationals was such a neat culmination of high school and a transition into college and professional life. I’d never been on an airplane or even a college campus before, and here I was at George Washington University, having the opportunity to meet Sen. Karl Mundt,” says Gubitz. He credits not only his parents, but Hall of Fame coach Helen Engstrom with his success in high school. Ed Burkhardt, Tom Whitely, and Pat (Francoviac) Bengert were also instrumental members of his speech and debate coaching team at Munster High School. “I was coached by NFL legends,” he recalls.

Gubitz attended college at Indiana University, earning a Bachelors degree in Germanic Languages and Political Science through a foreign studies partnership program. He went on to earn his Masters in Public Administration from Indiana University. He worked as public transit manager in Knoxville for nearly a decade and

Think someone you know should be featured here? E-mail ideas to bethany.rusch@nationalforensicleague.org

then spent time in both the public and private sector in Ft. Wayne, Indiana before moving into his current role as Executive Director of the Knoxville Jewish Alliance, which is the perfect blend of his passion and experience as an administrator. Over the course of his career, Gubitz has been tapped by countless organizations to present programs on the Holocaust, Judaic practices and heritage, and other world religions. “Without Extemp, I would not have the ability to be such a quick study and think on my feet,” he says.

Gubitz has continued the family focus on forensics throughout his life, with his children Ron and Jennifer competing in the interpretation events in both middle school through the NJFL and high school in the

NFL. His youngest daughter, Leslie, was also active in the fine arts. It’s no surprise that Gubitz first met his wife, Charlene, in the activity, having judged her performance of *Fiddler on the Roof* during a high school competition when he was in college. It wasn’t until they began dating much later that the two realized they had met several years earlier. She regularly reminds him that he did not give her the win in that round!

When pressed as to why he recently financially contributed to the NFL’s Bruno E. Jacob Youth Leadership Fund, Gubitz’s answer came quickly. “The NFL taught me how to make friends, how to be comfortable in a room full of strangers, how to quickly research and prepare. I learned how to

multitask, tell a story, and deal with the news media. In my career in private, public, and not-for-profit work spanning nearly 35 years, my forensic education has served me well. It was the greatest investment in my future my parents gave me. It made me who I am today,” said Gubitz. “You can’t buy that experience. Forensics is an apprenticeship for life.” ■

About the Author

Bethany Rusch has been serving the League as Director of Development since July 2008, working to secure funds needed to support speech and debate education across the country.



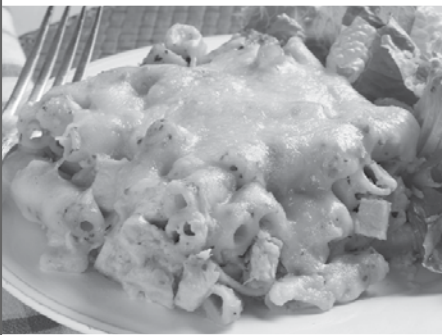
THE JULIA BURKE FOUNDATION IS SEEKING NOMINATIONS FOR THE 2010 JULIA BURKE AWARD

Do you know a Policy debater who displays excellence in and passion for debate, a commitment to helping others, love and respect for the Policy Debate community, and dedication to maintaining friendship despite the pressures of competition?

If so, we invite you to nominate one individual no later than MARCH 15 for the 2010 TOC Julia Burke Award. Any Policy debater who is eligible or expected to be eligible to compete in the Tournament of Champions may be nominated (preferably including examples, anecdotes, and the identity of the person submitting the nomination). Nominations may be submitted at www.JuliaBurkeFoundation.org.



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Announcing the NFL's Diversity Challenge Initiative and NFLtv.org

cham • pi • on [cham-pee-uhn]

[n]: a person who has defeated all opponents in a competition to hold first place

[v]: to act as champion of; defend; support; fight for or defend a person or cause



The word champion is a noun and a verb; to be it, you have to do it. Diversity Challenge Champions are defenders of forensic education among those un-served or underserved populations; bringing speech and debate participation to every child, in order to give all youth a voice.

ABOUT THE DIVERSITY CHALLENGE INITIATIVE

The NFL's Diversity Challenge Initiative is designed to ensure that all students have access to the life-changing benefits of forensic education. The program provides resources, materials, and funding for underserved populations across the country to get involved with competitive and classroom-based speech and debate training.

The Diversity Challenge Initiative targets low-income areas of the country including rural and urban schools. It focuses primarily, although not exclusively, on communities of color. The program offers access to all speech and debate events while partnering the competitive experience with a classroom experience.



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NFLtv

A project of the National Forensic League's Diversity Challenge Initiative, NFLtv is brought to you commercial-free and made possible through sponsors of the Diversity Challenge Initiative, including a generous grant from the Arthur N. Rupe Foundation.



"I know of no experience that gave me greater satisfaction, or no occupation that gave me better preparation and finer training, than my work in the forensic field as coach of high school and college debaters. As debaters, you must search for the truth, you must speak the truth, and you must surrender yourself to the truth."

~ President Lyndon B. Johnson, accepting honorary membership in the National Forensic League

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- 🌀 **Real-time coaching clinics** to train and serve disadvantaged students from across the nation
- 🌀 **Archival footage** to preserve the League's rich history of excellence



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*~ J. Scott Wunn
Executive Director
National Forensic League*

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Stephanie Spies
Matt Fisher
Johnathan Paul
Greg Achten
Jeff Buntin
LaTonya Starks**

**Christian Lundberg
Tara Tate
Tripp Rebrovick
John Warden
Jonah Feldman
Seth Gannon
and more.....**

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Becoming a Powerful Public Speaker: Using Imagery to Captivate Your Listeners

by Steven D. Cohen

One of the first steps to becoming a powerful public speaker is to examine your default public speaking settings.

Each of us has default settings—that is, automatic, pre-programmed ways of designing and delivering a speech. Millions of years of evolution have taught us to unconsciously embrace the most comfortable, familiar ways of doing specific things. For example, put down this magazine for a moment and clasp your hands together as if you are praying. How does your grip feel? Comfortable, right? Now unclasp your hands, and clasp your hands together the *other* way, so that the opposite thumb is now on top. How does your grip feel now? A little awkward?

We each have a default way of clasping our hands—a pre-programmed grip that feels right—just like we have default ways of getting dressed in the morning or preparing certain meals. Public speaking requires you to clasp your hands differently than you are used to. You must identify and acknowledge your default public speaking settings and change those settings that will detract from your ability to make a powerful impact on your listeners.

One of the most common default settings is to focus on the words of a speech instead of on the emotion beneath the words. Determining what words to use is an essential part of crafting a compelling message; however, words alone are not memorable.

What your audience will remember are the images that your words create. Powerful images convey people and places, colors and textures, sounds and smells, and a whole range of emotions. As writer and lecturer Dale Carnegie (1990) said, “Your purpose is to make your audience see what you saw, hear what you heard, feel what you felt. The only way you can possibly achieve this effect is to use an abundance of concrete details” (p. 111).

Powerful public speakers don’t just talk about a cause they care about; they *show* the audience they care by using emotive language. Public speaking involves creating powerful images and transferring them, replicating them, and bringing them alive

“Words alone are not memorable. What your audience will remember are the images that your words create.”

in the minds of your listeners. Images are mental representations of something else; they are copies, likenesses, imitations. Powerful images change hearts and change minds. They persuade your listeners and motivate them to take action. They set your message in motion and make it stick in the minds of your listeners.

By delivering powerful images, you narrow the distance between you and your

listeners; you enable your listeners to think your thoughts and feel your feelings. You put your listeners in your shoes and enable them to take the same steps that you have taken. Once your listeners are in your shoes, they are more likely to believe what you believe and do what you want them to do. Powerful images are used to transfer ownership of a message and make others feel like an idea belongs to them, too.

Barack Obama (2004) masterfully demonstrated how to use powerful images during his now famous Democratic National Convention speech:

I’m not talking about blind optimism here—the almost willful ignorance that thinks unemployment will go away if we just don’t think about it, or the health care crisis will solve itself if we just ignore it. That’s not what I’m talking about. I’m talking about something more substantial. It’s the hope of slaves sitting around a fire singing freedom songs; the hope of immigrants setting out for distant shores; the hope of a young naval lieutenant bravely patrolling the Mekong Delta; the hope of a millworker’s son who dares to defy the odds; the hope of a skinny kid with a funny name who believes that America has a place for him, too (p. 3).

Barack Obama’s use of imagery enables his listeners to hear the slaves singing freedom songs and feel the fear of a young

officer on patrol. He paints pictures of places such as the Mekong Delta and distant shores, and paints pictures of people like slaves and immigrants. Obama even includes a striking, somewhat self-deprecating portrait of himself by using adjectives like “skinny” and “funny” to elicit awkwardness with which nearly everyone can identify. He also uses images to form a tangible representation of hope that others can visualize and feel. Through the use of powerful images, Obama conveys the power of hope and inspires his audience to join the movement for change.

Like Obama, powerful public speakers have an incredible ability to make people want to listen to them. But how exactly do these speakers craft and deliver memorable messages? They experiment and practice. Public speaking is not a natural gift; it is learned. Think about an artist’s ability to paint an impressive portrait. Great painters weren’t born with the ability to create masterpieces. They learned about and experimented with different combinations of line, color, composition, balance, and contrast. Behind every great painting, there is

a talented artist—a magician who has spent thousands of hours refining his craft.

Changing your default public speaking settings is a little like undergoing an orthodontic procedure (without the metal and office visits). As a result of your genes and your own physical composition, your teeth may have settled in a certain undesirable way, and you may want to eliminate a gap, straighten crooked teeth, or correct an overbite. But the orthodontist cannot just squeeze your teeth together. Proper correction involves constant application of pressure against resistance, accomplished by strapping rubber bands to teeth. Over time, these bands are tightened, and little by little, the teeth are pushed into perfect alignment. This process can take years and sometimes be a bit uncomfortable, but most people would agree that a perfect smile is worth the effort.

The same is true for default public speaking settings. These settings take time to change and require constant monitoring, but the result—the ability to craft compelling messages—is well worth the effort.

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The Eight Myths of Coaching (and Teaching)

by William H. Bennett

There are urban myths, Greek myths, creation myths, and teaching myths. Most teaching myths are self-perpetuating. As you work to become a better coach, it is smart if you challenge some of the common speech and debate myths of our time. To do so will improve your skills and effectiveness.

Myth #1: A good coach will offer all the major events. If you want to win sweepstakes and offer your students every opportunity, the reasoning goes, you should offer them the chance to succeed in any and every common tournament event. Not so.

First of all, there are at least 10 major tournament events in most areas of the country, and up to 18 in a few areas. Dividing your coaching time into so many arenas guarantees that that your students will rarely excel at anything.

You can, of course, coach only a small number of events but let your students enter anything they want. That dilutes the focus they put on their major event and or the events you want to focus on. It dilutes the amount of learning that occurs in each event. But some successful sweepstakes coaches do use this approach.

You should, instead, do what you do best. Malcolm Gladwell makes the point well in his insightful and delightful best seller *Outliers: The Story of Success*¹—successful people focus on very few things, and those are the things that they know best. Educational research by Prof. Karen Rogers argues the same point;² the most effective teachers of gifted students are those who develop expertise in a specific talent area. I would argue that the best coaches know what they are strongest at and focus their teaching and coaching in that (or those) arenas.

Myth #2: A good coach is a generous or easy grader. Research says exactly the opposite. Teachers who scored highest in student respect and polls of “my best teacher” did NOT give grades when they were not

deserved. Several studies show that some of the hardest grading teachers scored at the top of student polls. The crucial elements students report are clarity of expectations, immediacy of feedback, and transparent understood grading requirements—not the ease of obtaining an “A.”

Myth #3: We should let our experienced students set their own pace. But experience is not a substitute for depth of knowledge.

It is easy to think that a student who has two or three years of solid competition behind her is ready to make her own decisions, or even assist by coaching novices without your assistance and supervision. Yet time spent coaching others is time away from developing his or her craft. And experience is not a creator of good or automatic work ethic. Even the most experienced of students still needs a coach who sets goals, parameters, objectives, time lines, and provides detailed methods to achieve them. Truly admirable research³ argues that 10,000 hours of practice is necessary to truly master a skill. “Experienced” speech and debate students need more practice and coaching, not the freedom of a reduced or relaxed work schedule.

Myth #4: Most of my speech or debate time is spent coaching. Very probably this is not the case. In fact, many coaches spend most of their time doing other things.

What do coaches do? They fill out forms, make travel plans, work in the tab room, judge tournament rounds, catch a snack or socialize in the coaches’ lounge, play chaperone on the bus and at the motel. But all of those activities are times that could have been spent listening to or working with students.

Bus trips are a great time to hear speeches. Tournaments are the best time to sit in and see what students do in competition (practice is one thing,; a young person’s reaction to tournament stress is another). When you can buy out of judging or use a parent to replace you, that can be great coaching

time. Tab room work teaches your students nothing; this writer’s advice is do it only when there are absolutely no other reasonable alternatives. And do your entry forms and essential minutia only when students are not available to be coached.

Myth #5: My continuing college work should be in education. School systems increase your pay as you move towards a Master’s Degree or a PhD. But your students will do best if you earn that degree in a subject more likely to deepen your subject knowledge, not the shallow world of education courses⁴.

The coach’s knowledge needs to stay ahead of the students’ knowledge. On each debate topic, Extemp topic, or oration, the teacher needs the knowledge or knowledge acquisition skills to best help his or her students. That knowledge is much more likely to come from history or government or political science or economics courses than it is from education classes. For interpretation, certainly a knowledge of literature, drama, acting, and the contemporary stage would be of the utmost importance.

Very often I see coaches receive their LD, Public Forum, or Policy case sets and just hand them to their students without reading the material themselves. And coaches who admirably try to research with the students often lack the research skills and/or content knowledge to make those efforts sufficiently beneficial. Content classes rather than educational method courses are the best solution for these ills. The best teachers are especially strong in the content areas.⁵ As Alexander Pope advised us, “Let such teach others who themselves excel.”⁶

Myth #6: The best coaches are friends to their students, and often treat them as equals. Not true. The best coaches walk the fine and important line between support and friendship. A coach’s job is not to be their “pal” but rather to be enthusiastic and warm. Wells, *et al* write that immediacy (which they define as closeness, warmth, and

enthusiasm) is closely related to perceptions of teaching effectiveness. But don't confuse closeness with equality or a reason to act in a less-than-professional manner.

High school life is drama. Do not get caught up in it. Personal trauma, emotional involvement, and/or the natural emotional evolution of young students is normal and must be accounted for, but should not become the primary focus of the student-teacher relationship. To nurture the mind and skills is the role of the best coach, but not to think or act in terms of equality and friendship. Thomas Wolfe⁸ came close to describing the best relationship: "I put the relationship of a fine teacher to a student just below the relation of a mother to a son..." A great teacher cares, but is not a friend.

Myth #7: Its important to be flexible, to adjust most classes or practices to what your students say they need. But flexibility too often sacrifices important learning. Instead the greatest coaches will usually be flexible only *within* both the immediate and long-term lesson plan.

The best teachers have an organized and often disciplined approach to build knowledge and skills. Tossing that aside in the name of flexibility is rarely the right move. A good coach learns to counsel and

advise but as part of or in addition to the teaching plan, not at the expense of the plan. A good teacher is organized, prepared and clear—factors that are all but impossible in impromptu lessons derived spontaneously from what students say they need in that hour or practice session.

Expert teachers have very well-developed schemata and know how to tie subject matter to a creative diversity of teaching methods. They are very effective lesson planners but are reflective enough to carefully integrate student needs into creating intellectual and skill growth.⁹ Students needs are the fresh fodder and practicum for future days and plans, not the reason to jettison or down-scale the current lesson plan.

Myth #8: A good coach will often let students work on their own. The logic of this myth is an oxymoron. By definition students are there to learn and are rarely successful at learning or improving their skills "on their own." Research on the characteristics of effective teachers¹⁰ reports, "Their worst teachers were characterized as requiring isolate behavior with little interaction, activity, or discussion."

If skill development in different events requires dividing into practice subgroups, for example, the best teachers will give each

group a very clear purpose, critique and feedback forms, and immediately follow-up the practice with teacher-involved discussion. The casual speech class with a teacher who divides into groups by event and then advises "practice" or "work on the problems from the last tournament" is a far cry from the coach with a solid, immediate lesson intent drawn from a longer term, detailed learning plan.

There are Roman myths, legend, folktales, and fables. And there are myths about the best coaching and teaching. If you are a coach or speech teacher, challenging and reviewing education myths can stimulate you to find better alternatives to mentor your students. ■

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His students have won 12 NFL national championships, five collegiate national championships, and four international championships.

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Hey, Orators, You Can Be Melodious Without Being a Poet!

by Wayne C. Mannebach, PhD

Introduction

While addressing the topic that speech is a useful art, Lester Thonssen and his colleagues state:

Since the earliest formulations of a theory of speaking, rhetoric has been regarded generally as a useful art. It is largely an instrument of social control. However, some oratory—even though only a fractional part of the total output—seems to go beyond the province of sheer utility. It takes on aesthetic characteristics and, in some instances, becomes an object of beauty, permanence, and penetrating insight into human experience. In short, it approaches a fine art. Furthermore, some of our oratorical judgments—as in the case of Burke’s speech “On Conciliation”—derive to a considerable extent from aesthetic as well as from practical considerations. While holding to the thesis that speech is a useful art, we must yet allow that there may be a point in rhetorical craftsmanship at which oratory as an instrument of power (utility) meets oratory as a manifestation of aesthetic creation (beauty).¹

To have a style that is powerful and aesthetic, or utilitarian and beautiful, an orator needs many species of eloquence. Quintilian well reminds us that, since many species of eloquence flourish, it is extremely foolish to inquire which of them an orator should follow, since every species, if it be but of a genuine character, has its use, and all that people commonly call *ways of speaking* falls under the management of the orator; for he will employ every variety of speech so as to suit, not merely a particular cause, but particular parts of any cause... The same color of diction will not

be observable in his exordium, his statement of facts, his arguments, his digressions, and his perorations. He will be able to speak gravely, austere, sharply, strongly, spiritedly, copiously, bitterly, affably, gently, artfully, soothingly, mildly, agreeably, succinctly, politely; he will not be always alike, yet always consistent with himself.²

In other words, Quintilian says that the orator should strive to be “*great* without extravagance; *sublime*, without audacity; *energetic*, without rashness; *severe*, without repulsiveness; *grave*, without dullness; *plenteous*, without exuberance; *pleasing*, without meretriciousness; *grand*, without tumidity.”³

Many of Quintilian’s aforementioned words seemingly are the property of poetry, a stately phenomenon involving rhythm. A theory of oratorical rhythm comes from Cicero who says, for example,

Let oratory then be... mingled and regulated with regard to rhythm; not prosaic, nor on the other hand sacrificed wholly to rhythm; composed chiefly of the paeon... with many of the other feet which he passes over intermingled with it.

But what feet ought to be mingled with others, like purple, must be now explained; and we must also show to what kind of speech each sort of foot and rhythm is the best adapted. For the iambic is most frequent in those orations which are composed in a humble and lowly style; but the paeon is suited to a more dignified style; and the dactyl to both. Therefore, in a varied and long-continued speech these feet should be mingled together and combined. And in this way the fact of the orator aiming at pleasing the senses, and the careful attempt to round off the

speech, will be the less visible, and they will at all times be less apparent if we employ dignified expressions and sentiments. For the hearers observe these two things, and think them agreeable: (I mean expressions and sentiments.) And while they listen to them with admiring minds, the rhythm escapes their notice; and even if it were wholly wanting they would still be delighted with those other things.⁴

Cicero also says:

Accordingly, if the question is raised as to what is the rhythm of an oration, is every sort of rhythm; but one sort is better and more suitable than another. If the question is, what is the place of this rhythm? it is in every portion of the words. If you ask where it has arisen; it has arisen from the pleasure of the ears. If the principle is sought on which the words are to be arranged; that will be explained in another place, because that relates to practice... If the question is, when; always: if, in what place, it consists in the entire connection of the words. If we are asked, What is the circumstance which causes pleasure? we reply, that it is the same as in verse; the method of which is determined by art; but the ears themselves define it by their own silent sensations, without any reference to principles of art.”⁵

In the opinion of Torstgen Petersson, the above quotations suggest “Cicero’s final statement not only of his oratorical idea but also of what he conceived himself to have attained.”⁶

Oratorical Rhythm Can Be Difficult

Rhythm of sentences undoubtedly play a

part in oratory, but it can be one of the most difficult features of style to construct or analyze. Basic language itself can be taxing, for words often are used interchangeably in discussion of rhythm. For instance, *rhythm* often is defined as an ordered, recurrent alternation of strong and weak elements in the flow of sound and silence in speech. *Prosody* often is defined as the rhythmic and intonational aspect of language. *Euphony* often is defined as a harmonious succession of words having a pleasing sound. All three definitions deal with sound, yet they do differ. Robert Baylor and Brenda Stokes also address how words treating rhythm are often used interchangeably even though they distinctly differ in meaning. They report that

“Meter” and “rhythm” are often used interchangeably in discussion of poetry. However, there is a distinct difference in the meanings of the two terms. Whereas *meter* is solely a mechanical measurement of the number and types of feet in a line, rhythm is much more complex. *Rhythm* in poetry is the pattern or quality of movement of the whole line, and can be affected by duration of sounds, punctuation, articulation, and semantic meaning, as well as by meter.⁷

That trying to establish poetic oratory can be quite taxing also appears in the following brief but informative treatise on meter and scansion. Baylor and Stokes report that

Meter (measurement) is based upon the syllable: *quantitative meter* is based on the duration of the syllable, *accentual meter* on the accent or stress of the syllable, and *syllabic meter* on the number of syllables. Since duration of syllables has little significance in English, English poetry is measured by stressed and unstressed sounds, combining the accentual and syllabic systems. The unit of measurement is the *foot*, a group of two or three syllables, one of which is accented or stressed.⁸

They then explain *scansion*, the counting and identifying of syllabic stress. When poetry is scanned, its metrical pattern is shown by marks placed over the individual syllables: [/] for a stressed syllable and [—] for an unstressed syllable. The feet

found in English poetry are *iambic* (a lone); *dactylic* (lone li ness); *trochaic* (lone ly); *amphibrachic* (a lone ness); *anapestic* (by my self); and *amphimaciac* (all a lone). Two feet found only as *substitutions* in series of the above feet are *spondaic* (Stay, stay) and *pyrrhic* (of the).⁹

Baylor and Stokes also state that poetry is usually divided into lines. A line of poetry is a *verse*, not to be confused with *verse* meaning metered poetry, nor with a *stanza*. The number and kinds of feet of a line define the meter of that line, such as *monometer* (one foot), *dimeter* (two feet), *trimeter* (three feet), *tetrameter* (four feet), *pentameter* (five feet), *hexameter* (six feet), *heptameter* (seven feet), *octameter* (eight feet), *nonameter* (nine feet) and *decameter* (ten feet). The line is identified by a combination name derived from the kind of foot and the number of times it is repeated. For example, some common lines in English poetry are *iambic pentameter* (My mis | tress’ eyes | are no | thing like | the sun.); *trochaic tetrameter* (Back and | side go | bare, go | bare.); and *anapestic tetrameter* (The Assyr | ian came down | like a wolf | on the fold.)¹⁰

Other key vocabulary treating rhythm are *rhyme*, including *full rhyme*, *masculine rhyme*, *feminine rhyme*, *slant rhyme*, and *eye rhyme*; *alliteration*, *consonance*, and *assonance*; *metrical silence* and *aesthetic distance*; and *versification*, including *undifferentiated*, *aggregative*, and *integral forms*.

Indeed! Euphony and rhythm of sentences undoubtedly play a part in the communicative and persuasive process, especially in producing emotional effects. Who can deny the beauty of sound in Shakespeare’s iambic pentameter such as “When I do count the clock that tells the time,” or “Shall I compare thee to a summer’s day?” However, most orators would be ill advised to spend much time learning and utilizing a system for scanning their oratorical prose. If they want to establish rhythm to their oratory, without excessive mental labor and loss of time, they should focus on select techniques of rhythm. This article recommends some of these techniques.

A Word of Caution

Before studying and employing the following recommended techniques of rhythm, students of oratory should take some caution. For instance, orators should not

labor over how many techniques to employ in a single discourse. *Quality*, not *quantity* is important. Cicero recognizes the folly of stylistic abuse, saying that the orator “seems like a madman among people in their senses, or like a drunken man among sober men.”¹¹

Alexander Pope agrees with Cicero, observing that stylistic techniques by themselves may have much decorative and rhythmic value, but they are worthless, if the techniques fail to reinforce the orator’s intended thoughts. He says:

False eloquence, like the prismatic glass, / Its gaudy colors spread on every place, / The Face of Nature we no more survey, / All glares alike, without distinction gay; / But true expression, like the unchanging sun, / Clears, and improves whatever it shines upon, / It gilds all objects, but it alters none. / Expression is the dress of thought, and still / Appears more decent, as more suitable; / A vile conceit in pompous words expressed, / Is like a clown in real purple dressed: / For different style with different subjects sort, / As several garbs with county, town, and court. / Some by old words to fame have made pretense, / Ancients in phrase, mere moderns in their sense; / Such labored nothings, in so strange of style, / Amazed the unlearned, and made the learned smile.¹²

In other words, Cicero and Pope contend that oratorical style must be *functional*; it must reinforce thought and never call attention to itself. *Quality*, not, quantity, is supreme!

Also, orators must contribute to the original, or their imitation is at best weak. For instance, Quintilian contends that to imitate the excellences of other orators is proper, just so the borrower knows that an orator’s artistry can never assert itself wholly through simple imitation because

everything that is the resemblance of something else, must necessarily be inferior to that / of which it is a copy, as the shadow of a substance, the portrait of the natural / face, and the acting of the player to the real feeling. The same is the case with / regard to oratorical composition; for in the originals, which we take for our models, there is nature and

real power, while every imitation, on the contrary, / is something counterfeit, and seems adapted to an object not its own.¹³

In other words, orators who want rhythmical oratory must not be mere copycats; they must contribute their own thoughts, too. Orators should adhere to Quintilian's wisdom; namely, that the orator who "shall add to these borrowed qualities excellences of his own, so as to supply what is deficient in his models, and to retrench what is redundant, will be the complete orator whom we desire to see."¹⁴

Recommended Modes of Rhythm

Alliteration

Alliteration is the repetition of the same consonant sound at the beginning of two or more words immediately succeeding each other. Some orators tend to overuse Alliteration, thus creating a jingle which calls attention to itself, not the message; or even creating tongue twisters, thus interfering with articulation and fluency. Perhaps the main advantage of Alliteration is its mnemonic effect. For example, George William Curtis argued that "to prostitute the power of impeachment to a mere party purpose would readily lead to the reversal of the result."¹⁵ Theodore Roosevelt said that "we have come to recognize that franchises should never be granted except for a limited time, and never without proper provision for compensation to the public."¹⁶

Describing the terms of peace, Burton Kendall Wheeler stated that "we can remain at peace if the horrible European debacle of death and destruction ends in the near future."¹⁷ Albert J. Beveridge claimed that the "golden rule of peace is impregnability of position and invincibility of preparedness."¹⁸ And Adlai E. Stevenson said that "these hours of mourning [President J. F. Kennedy] are then but a pause in a process, not a break in purpose or in policy."¹⁹

Anaphora

Anaphora is the repetition of words, phrases, or clauses at the beginning of successive sentences. For instance, while discussing the preservation of the basic structure of constitutional government, Chet Holifield said that "unless the structure is preserved—unless its procedures are safeguarded—unless its laws and decisions are respected, our Government will be

destroyed."²⁰ Stuart Symington said that President John F. Kennedy had "just a little more courage, just a little more stamina, just a little more wisdom, and just a little more character than the rest of us."²¹ And Adlai E. Stevenson said that "never once did he [President Kennedy] lose himself in a maze. Never once did he falter in the storm of spears. Never once was he intimidated."²²

Anastrophe

Anastrophe is the deliberate inversion of the usual, normal, or logical order of sentence parts. For instance, in the French National Assembly, George Jacques Danton said to the governors of Paris, "What care I for my reputation? Let France be free, though my name were accursed! What care I that I am called a blood drinker?"²³ In his funeral oration for Louis Bourbon, James Bossuet

"Orators who want rhythmical oratory must not be mere copycats; they must contribute their own thoughts, too."

asked, "That gifts like these come from God, who can doubt? That they are worthy of admiration, who does not see?"²⁴ And in his sermon on "The First Five Minutes After Death," Henry Parry Liddon said, "Like death itself, the solemnities which follow it must come to all of us. We know not when, or where, or how we shall enter in; this only we know—that come it must."²⁵

Antimachus

Antimachus defines something in terms of what it is not, before it defines what the thing is. For instance, in his last desperate plea for conciliation with the American colonies, Edmund Burke said:

The proposition is peace. *Not peace* through the medium of war; *not peace* to be hunted through the labyrinths of intricate and endless negotiations; *not peace* to arise out of universal discord, fomented from principle, in all parts of the empire; *not peace* to depend on the juridical determination of perplexing questions, or the premise marking the shadowy boundaries of a complex government. *It is simple peace,*

sought in its natural course and its ordinary haunts. *It is peace* sought in the spirit of peace and laid in principles purely pacific.²⁶

And John F. Kennedy stated:

What kind of peace do I mean and what kind of peace do we seek? *Not a Pax American* enforced on the world by American weapons of war. *Not the peace* of the grave or the security of the slave. *I am talking about genuine peace*—the kind of peace that makes life on earth worth living—and the kind that enables men and nations to grow and to hope and build a better life for their children—not merely peace for Americans, but peace for all men and women—not merely peace in our time but peace for all time.²⁷

Antimetabole

Antimetabole is the repetition of certain words, but in reverse order. For example, William Lloyd Garrison argued that to call Abolition "deaf alike to the suggestion of reason and the warnings of history is to call good evil, and evil good; to put darkness for light, and light for darkness."²⁸ George Davis Herron contended that people should not look to the State to solve their social woes and grant their social hopes, because "all the great political prophets . . . recognize that the people are the makers of the State rather than the State the makers of the people."²⁹

After alluding to the world's victims of poverty, crime and disease, Robert G. Ingersoll concluded that "when I think of what man has suffered, I do not wonder if God can forgive man, but I often ask myself, 'Can man forgive God?'"³⁰ While lecturing on "The Public Duty of Educated Men," George William Curtis informed his audience that it was their duty "to prove that party was made for the voter, not the voter for the party."³¹ And in his Inaugural Address, John F. Kennedy said, "Let us never negotiate out of fear. But let us never fear to negotiate"; and "Ask not what your country can do for you—ask what you can do for your country."³²

Antithesis

Antithesis is the contrast of clauses, sentences, and even paragraphs. For instance, George William Curtis argued that the apathy of educated people "is not a government mastered by ignorance, it is a government

betrayed by intelligence; it is not the victory of the slums, it is the surrender of the schools; it is not that men are brave, but that good men are infidels and cowards."³³

While patronizing the contribution of women, Joseph Emerson Brown argued that woman "*rules not with a rod of iron, but with the queenly scepter; she binds not with hooks of steel but with silken cords; she governs not by physical efforts, but by moral suasion and feminine purity and delicacy. Her dominion is one of love, not of arbitrary power.*"³⁴

On the 50th anniversary of the signing of the Declaration of Independence, on July 4, 1826, Daniel Webster said, "*Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote.*"³⁵ William Lloyd Garrison stated, "*What if I am rich, and another poor – strong, and he is weak – intelligent, and he is benighted – elevated, and he is depraved? Have we not one Father? Hath not one God created us?*"³⁶

While eulogizing John F. Kennedy, Harry Flood Byrd said, "As I reflect upon the privilege of my friendship and association with him, I find myself pondering the contradictions of life. *It creates and it destroys. It affirms and it denies. It exalts and it strikes down.*"³⁷ Carl Albert also eulogized President Kennedy and described him as "*a man of tough mind and tender heart, of great passion and iron self-discipline. A man for work and a man for play. A man for joy and a man of suffering. A man for the head of state and a man for little children. A man for the old and ill, a man for the young and strong.*"³⁸

Assonance

Assonance is the resemblance of vowel sounds followed by different consonants in two or more stressed syllables. Although Assonance and Rime help to convey the orator's emotional fervor, these devices differ in that Rime is a similarity of vowel and consonant, whereas Assonance lacks the similarity of vowel and consonant.

In his "Liberty or Death" speech, Patrick Henry asked: "*Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?*"³⁹

Carl Sandburg patronized Abraham Lincoln and used such Assonance as "*soft as drifting fog,*" "*peace unspeakable,*" "*wept as never before,*" "*valor and sacrifice,*" "*keen precision,*" "*gallantly in our ranks,*" "*too vast for malice,*" "*fiery trial,*" and "*tough struggler.*"⁴⁰

Perhaps the most illustrated example of Assonance is Edgar Allan Poe's "The Bells," Employing a plethora of vowels, Poe in four stanzas sweeps through life—childhood, adulthood, old age, and death.

For childhood, Poe describes light-sounding silver bells and uses such words as *tinkle, oversprinkle, and twinkle*. For adulthood, Poe describes mature-sounding bells and uses such words as *foretells, cells, wells, dwells, and impels*. For old age, Poe describes ill-sounding alarum bells and uses such words as *speak and shriek, night and afright, and twanging, clanging, wrangling, clamor and clangor*. For death, Poe describes heavy-sounding iron bells and uses such words as *tolling, tone, floats, groan, monotone, rolling, rolls, stone, moaning and groaning*.⁴¹

Climax

Climax is the progression from a lesser to a greater degree, or from a greater to a lesser degree, of quality or quantity. For example, in the closing section of his trial for bribery, Clarence Seward Darrow said that, if the jury should find him innocent, and return a verdict of not guilty, "*I know that from thousands and tens of thousands and yea perhaps hundreds of thousands of the weak and the poor and the helpless throughout the world will come thanks to this jury for saving my liberty and my name.*"⁴² When describing the American man-at-arms, General Douglas MacArthur said that "*in twenty campaigns, on a hundred battlefields, around a thousand campfires, I have witnessed that enduring fortitude, the patriotic self-abnegation, and that invincible determination which have carved his status in the hearts of his people.*"⁴³

In his Inaugural Address President John F. Kennedy said that his desired goal for a new world of law "*will not be finished in the first 100 days. Nor will it be finished in the first 1000 days, nor in the life of this administration, nor even perhaps in our lifetime on this planet.*"⁴⁴ At the dedication ceremonies of the Aerospace Medical Health Center, Brooks Air Force Base, November 21, 1963, President Kennedy said that in the mastery of space, America has a long way to go. "*Many weeks and months and years of long tedious work lie ahead.*"⁴⁵ Page Belcher said that President Kennedy's "*dedication to public service gave to this country a Navy Lieutenant, a Congressman, a Senator, and a President.*"⁴⁶ Ken Hechler reported that

whether President Kennedy "*was dealing with one person, with a group, with a community, with a State, or with any nation or the people of the world, the mainspring of President Kennedy's philosophy was how to help them realize their most noble capabilities.*"⁴⁷

Reversed Climax occurred, for instance, when David Daggett alluded to the French Revolution and to certain events in New England and the Southern States of America and said, "*But these principles extend still further—their grasp is wider. They aim at the actual destruction of every government on earth. Kings are the first object of their attack—then a nobility—then commons.*"⁴⁸ Birch Bayh said to his colleagues in the United States Senate that "*in the name of God, in the name of America, in the name of John F. Kennedy, let us hold high the torch.*"⁴⁹

Gradualism

Gradualism is the passing to a word only after advancing by steps through the prerequisite words. For example, Frances Quarles said that "*anger may repast with thee for an hour, but not repose for a night; the continuance of anger is hatred, the continuance of hatred turn malice.*"⁵⁰

In his sermon on "The Two Tentmakers," Russell Cartwright Stroup alluded to the idle rich who gather at the Riviera to be amused, and said that "*when they are bored with gambling, they eat; and when they are bored with eating, they dance; and when they are bored with dancing, they make love; and when they are bored with anything, they get drunk and are put to sleep.*"⁵¹

John F. Kennedy contended that "*water is our most precious asset – and its potential uses are so vital that they are sometimes in conflict: Power versus irrigation, irrigation versus navigation, navigation versus industrial, industrial versus recreational.*"⁵²

Homoeoteleuton

Homoeoteleuton is the repetition of similar word endings. For illustration, Eugene Debs said that "*the material foundation of society determines the character of all social institutions—political, educational, ethical, and spiritual.*"⁵³ Charles E. Shulman stated that in our time men follow four philosophies. "*One of them is cynicism. One is nihilism. One is materialism. And one is idealism.*"⁵⁴ Burton Kendall Wheeler argued that neither

Mussolini, Stalin, Hitler, nor their ideologies “will capture the people of the United States or our imagination to the point that we would adopt *fascism, communism, nazi-ism* as American doctrine.”⁵⁵

As General of the Army and Supreme Commander of the Allied Expeditionary Force during World War II, Dwight D. Eisenhower warned his troops that their task will not be easy, for “your enemy is *well trained, well equipped, and battle hardened*. He will fight savagely.”⁵⁶ Herbert S. Walters said that John F. Kennedy “knew the personal risks as he fought *fervently, ardently, and so eloquently* for the things in which he believed.”⁵⁷ And L. H. Fountain asserted that the man who assassinated John F. Kennedy must have had a *twisted, distorted, and confused mind*. He was *mentally and spiritually sick*.⁵⁸

Interplacement

Interplacement is the repletion of the first and last words or phrases of successive clauses. In Shakespeare’s “King John,” an English herald says, “*Blood hath bought blood, and blows have answered blows; Strength match’d with strength, and power confronted power*.”⁵⁹ While lecturing on “Moses, Progress, and Poverty,” Henry George said that “everywhere, in everything, the dominant idea is that of our homely phrase—‘*Live and let live*.’”⁶⁰

While condemning communism, Ralph E. Flanders argued that “in every country in which communism has taken over, the beginning has been a successful campaign of division and confusion. *Race is set against race, party against party, religion against religion, neighbor against neighbor, and child against parent*.”⁶¹

Interplacement also occurs when all of the front words or phrases are repeated, and all of the different back words are repeated. For instance, while challenging the Papists, John Jewell questioned, “what profit have I of my doings?” and then said: “*I hear nothing; I understand nothing; I am taught nothing; I receive nothing. Christ bade me take: I take nothing. Christ bade me eat: I eat nothing. Christ bade me drink: I drink nothing. Is this the institution of Christ?*”⁶²

Joseph Raymond McCarthy insisted that “*one Communist in a defense plant is one Communist too many. One Communist on the faculty of one university is one Communist too many. One Communist among the American advisers at Yalta was one*

Communist too many. And even if there were only one Communist in the State Department, that would be one Communist too many.”⁶³

John F. Kennedy argued that “*without the United States, South Vietnam would collapse overnight. Without the United States, the SEATO alliance would collapse overnight. Without the United States, the CENTO alliance would collapse overnight.*”⁶⁴ And when referring to President Kennedy’s assassination, Robert N. Giaimo stated that, “if we must search for blame—and it is inherent that we must—let us all share. *Let each of us who has ever known a complacent moment bear the blame. Let each of us who ignored the fury of hate and extremism bear the blame. And let each of us who thought more of self than the rights and future of others bear the blame.*”⁶⁵

Isocolon

Isocolon is characterized by sentence elements being similar not only in structure but also in length, such as the number of words and even the number of syllables. For example, in his sermon on “The Joyful Sound of Salvation,” Cotton Mather alluded to “*the grace that will pardon the penitent! The grace that will quicken the impotent.*”⁶⁶ In his sermon on “Spared!” Charles Hadden Spurgeon said, “*If I am left, why am I left? Why am I not taken home to heaven? Why do I not enter into my rest?*”⁶⁷

Joseph Raymond McCarthy argued that “*it is peace we want and peace we can have. Peace with courage, and with honor.*”⁶⁸ In his remarks as prepared for delivery on November 22, 1963, President Kennedy stated that “*this Nation’s strength and security are not easily or cheaply obtained—nor are they quickly and simply explained.*”⁶⁹ Kennedy also planned to say that “*dollar for dollar, in or out of government, there is no better form of investment in our national security than our much-abused foreign aid program. We cannot afford to lose it. We can afford to maintain it.*”⁷⁰ George E. Shipley stated that President Kennedy “*never looked backward. He looked forward and moved forward. That is what he would want us to do. That is what America will do.*”⁷¹

Parallelism

Parallelism is the arrangement of parts of a sentence and large units of composition by which one element of equal importance with another is equally developed and similarly phrased. For instance, William

Lloyd Garrison said that those who want him to remain silent on the subject of Slavery “*ask me to give the lie to my profession, to degrade my manhood, and to stain my soul. I will not be a liar, a poltroop, or a hypocrite to accommodate any party, to gratify any sect to escape any idiom or peril, to save any interest, to preserve any institution, or to promote any object.*”⁷² Abraham Lincoln argued that “in a larger sense, we *cannot dedicate—we cannot consecrate—we cannot hallow this ground,*” and that “*government of the people, by the people, and for the people shall not perish from this earth.*”⁷³

In his “March of the Flag” speech, Albert J. Beveridge contended that “there are so many real things to be done—*canals to be dug, railways to be laid, forests to be felled, cities to be built, fields to be tilled, markets to be won, ships to be launched, peoples to be saved, civilizations to be proclaimed and the flag of liberty flung to the eager air of every sea.*”⁷⁴ And in his Inaugural Address, President Kennedy proclaimed, “Let every nation know, whether it wishes us well or ill, that we shall *pay any price, bear any burden, meet any hardship, support any friend, oppose any foe* to assure the survival and success of liberty.”⁷⁵

Polysyndeton

Polysyndeton is the use of multiple conjunctions to magnify or intensify behavior, quantity, or quality; as well as to provide rhythm. For example, John Chrysostom said he loved Rome “*for its greatness, and its antiquity, and its beauty, and its populousness, and for its power, and its wealth, and its successes in war.*”⁷⁶ William Lloyd Phelps said that “in a private library, you can at any moment converse with *Socrates or Carlyle or Dumas or Dickens or Shaw or Baris or Galsworthy.*”⁷⁷

Speaking on “The Man with the Muck-rake,” April 14, 1906, Theodore Roosevelt said that “the forces that tend for evil are great and terrible, but *the forces of truth and love and courage and honesty and generosity and sympathy* are also stronger than ever before.”⁷⁸ Adlai Stevenson claimed that “whether we are talking about *aid, or trade, or research, or urban development, or industrialization—whether we are talking about scientific discovery or about institution building—we hold that there are no monopolies of trained minds and disciplined imagination in any of our countries.*”⁷⁹ William H. Bates called the assassination

of President Kennedy a tragedy and said that “an emperor, a chancellor, presidents, queens, princes of state and church, a mourning world was the cast. No one, *not Aeschylus, nor Sophocles, nor Euripides, nor Shakespeare, nor Dumas, nor Beaumarchais* had ever attempted to rival this.”⁸⁰

Restatement

Restatement is the duplication of an important segment, often a thesis statement. For example, Edmund Burke said to his constituents: “Applaud us when we run; console us when we fall; cheer us when we recover; but *let us pass on—for God’s sake, let us pass on.*”⁸¹

William Pitt, Lord Chatham informed England’s House of Lords that “if I were an American, as I am an Englishman, while a foreign troop was landed in my country, I *never would lay down my arms—never—never—never.*”⁸²

John F. Kennedy stated in West Berlin, June 26, 1963:

There are many people in the world who really don’t understand, or say they don’t, what is the great issue between the free world and the Communist world. *Let them come to Berlin.* There are some who say that Communism is the wave of the future. *Let them come to Berlin.* And there are some who say in Europe and elsewhere we can work with the Communists. *Let them come to Berlin.* And there are even a few who say that it is true that Communism is an evil system, but it permits us to make economic progress. *Lass sie nach Berlin kommen. Let them come to Berlin.*⁸³

Conclusion

When student orators feel the aforementioned methods of oratorical rhythm from other speakers will suit their purpose, they are invited to make a conscious effort to employ them without fearing that such imitation makes them copycats or even plagiarists. Lester Thonssen and his colleagues say “that many theorists exercise extreme care in applying the test of originality to oratorical composition. While assigning great importance to original invention, they recognize that the flow of ideas in history is a continuum; and they allow that skilful and improved adaptation of old thoughts and techniques to new conditions may stamp an orator as an accomplished model, rather than as a plagiarist.”⁸⁴ So, orators, you can be melodious without being a poet! ■

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Donus D. Roberts Quad Ruby Coach Recognition

(September 1, 2009 through November 30, 2009)

Name	School	State	Pts
Jeriah Forbes	Buhler High School	KS	1366
Minnia Curtis	Carlsbad High School	CA	1254
Lory A. Stewart	Garland High School	TX	1230
Johnathan M. Davidson	Skyline High School	UT	1217
Mike Hill	The Pembroke Hill School	MO	1204
Julie Schniers	Central High School - San Angelo	TX	1179
Ryan A. Hennessey	Klein High School	TX	1173
Katy Olienyk	Prattville High School	AL	1159
Mike Ford	Northrop High School	IN	1140
Patrick Connor	Bishop Kelly High School	ID	1112
R. Shane Stafford	The Blake School	MN	1104
Flynn Miller	Barbers Hill High School	TX	1099
Mark Kozeny	Parkway South High School	MO	1095
Eric Skoglund	Olathe Northwest High School	KS	1094
Suzanne Allmon	Oak Grove High School	MS	1090
Jeff Welty	Durham Academy	NC	1078
Ronald Glen Hester	Snyder High School	TX	1062
Clover Ellingson	Fargo North High School	ND	1056
Betsy Dutton	Sterling High School	KS	1048
Gerald Hebert	Scarborough High School	ME	1036
Melinda Middleton	Billings West High School	MT	1036
Jarod Ockander	David City High School	NE	1034
Staci Johnson	Liberty Sr. High School	MO	1027
J. D. Ferries-Rowe	Brebeuf Jesuit Preparatory School	IN	1024
Scott Bennett	Northwest Guilford High School	NC	1024
Michelle D. Smith	Viewmont High School	UT	1020
Mary A. Krauland	Shady Side Academy	PA	1019
Rick T. Adams	Westminster Christian School	FL	1019
Cara Hurst	Parkway West High School	MO	1018
Katie Vogel	Ronald Reagan High School	TX	1016
Nan Gefreh	Pine Creek High School	CO	1015
Laura M. Beamer	Ritenour High School	MO	1013
Matthew Moffett	Beaver High School	UT	1010
Mark Maranto	Glenbrook South High School	IL	1007
Gail Scoville	Carbon High School	UT	1004
Gwynetta Hoelscher	Tuloso Midway High School	TX	1002
Rob Proffitt	Parkway Central High School	MO	1001

About the Author

Dr. Wayne C. Mannebach is currently at St. Mary's Central High School in Neenah, WI. For the past 36 years he has served in the Department of English. Prior to that, he was Director of Debate and Forensics at Ripon College in Ripon, WI for nine years.

TA
FLEMING

diverse
dancer

actress

confident



**“ I knew I didn’t want to be
like those girls on the corner.”**

vibrant
model

Erasing the Color Line

Karita Fleming Breaks Boundaries as a Confident Woman of Color

by Jenny Corum Billman

NFL alum Karita Fleming is striking, no doubt. Her impressive professional résumé crosses genres to include dance, modeling, acting, and commercial work. She has recently become the first woman of color to star in a science fiction drama, *Love(less)*, erasing an age-old color line to take her place among Hollywood's emerging stars. A talented actress and discerning business woman, she also mentions offhandedly that she is "paying the bills" with modeling. As if it were that easy! Still, this alum is no stranger to hard work and tenacity. In fact, she learned these skills right here in the NFL.

(CONTINUED ON NEXT PAGE)

“I knew I didn’t want to be like those girls on the corner.”

As a student at Cardinal Mooney High School in Youngstown, Ohio, “I was the girl in the back of the room you paid to do your homework,” Fleming recalls. Beneath her quiet façade lay complex thoughts and emotions that Fleming tried in vain to exorcise. “I had so much inside me, but I couldn’t express it,” she says. “I felt trapped.” Compounding the problem, Fleming struggled to discover where she belonged. “I lived in the poor neighborhood,” she says. “I was too smart to go to the street, but I didn’t have enough confidence to go anywhere else.” Feeling hopeless, she tried to commit suicide.

Things began to change when she discovered forensics. “When I found the NFL, I didn’t talk to anybody,” Fleming recalls. “I wouldn’t put my hand up in

Despite her personal breakthrough, competitive success did not come immediately. “After months of hard work, I still hadn’t won a trophy,” Fleming remembers. “I kept thinking, ‘When will it be my time?’” Finally she netted her first award (of many)—a 3rd place finish in DI. Looking back, she appreciates the initial difficulty of forensics. “It taught me that life isn’t easy. The only way to accomplish what you want is work. The NFL taught me to persevere. It gave me the will to not give up when it’s not hand-delivered to me.”

Fleming explains that forensics also helped her discover her unique voice as a woman of color. Competing with other students in rounds, she was judged for the first time on talent rather than physical appearance. Connecting with others on her terms—taking control of her success—proved empowering. She explains, “The

Once a loner herself, Fleming points out that the NFL serves as a critical springboard for students from a multiplicity of backgrounds. “The NFL is a place for people who don’t know where they belong. It’s a place where kids who don’t fit in can come together,” she says. “Once we realize we are all unique, the color line starts to disappear.”

“It was all meant to fall into place.”

After graduating high school, Fleming went on to attend college, but remained uncertain of her future. “I wanted to be an actor since I was six,” she says. “But since I went to college, I was thinking, ‘I can’t go back to [acting]. That was high school.’” In the midst of these internal deliberations, she was discovered on the street by a casting agent. “He just walked up to me and said, ‘Do you want to be in our commercial?’” Since then, commercial work has flowed

“The NFL is a place for people who don’t know where they belong. It’s a place where kids who don’t fit in can come together. Once we realize we are all unique, the color line starts to disappear.”

class. But I found myself able to perform.” Acclaimed six-diamond coach Diane Mastro-Nard realized Fleming’s potential and worked with her to develop excellent communication and presentational skills. Fleming found a creative outlet in Prose/Poetry, Dramatic Interpretation, and Duo. The complicated swirl of feelings began to abate as she expressed it round by round, and the transformation was remarkable. “You wouldn’t think I was the same person,” she recalls.

NFL is the only place I’ve found where color didn’t matter. People were more accepting.” The only woman of color on her team at the time, Fleming remembers occasionally competing in areas where “they’d never seen a brown person!” Still, being in forensics helped her approach such situations head-on. “The NFL had given me the skills to reach out and shake their hand and introduce myself, and usually, that’s all it took,” she explains. “It’s mostly just communication.”

steadily for Fleming, with clients including Safe Auto, Blimpie’s Subs, Mt. Carmel Hospital, and more.

Intelligent and enterprising, Fleming drew on her commercial background to break into the world of cinema. With several credits under her belt, her most recent film, *Love(less)*, is an innovative science fiction drama which she categorizes as a “hate story.” The film, which chronicles the tumultuous relationship between Auburn

Denson (Karita Fleming) and Elliot Adams (Ryan Lynch), required Fleming to play no less than five different roles, including God and Satan. "It was incredibly fun," she says. "I would show up to the set every day and ask, 'Who am I today?'"

Notably, *Love(less)* marks the first major science fiction film which stars a woman of color. Fleming never thought twice about accepting the ground-breaking role, although she explains that she never intended to make history by accepting the part. "I never thought of the world in terms of color," she explains. "I never thought, 'I'm a black woman about to do something!' I've always wanted to stand on my own ground as an actress." Still, the significance of *Love(less)* is not lost on her, or on the African-American community.

Despite her fierce determination and impeccable work ethic, Fleming's career has not been easy. "When you are a woman of color, people think of you as a porn star," she explains. "When you say you want to learn your craft, they laugh." Worse still, the notoriously judgmental entertainment industry tends to reject those who appear different. "They might not like you because your nose is too short, or you are too fat... and that same day somebody else might tell you that they don't like you for the exact opposite reason."

Still, her forensic skills have come in handy. "I live a life where other girls can't get to where I can get because they don't have the tools I have," she explains. "I walk in [to work] knowing I can get my job done." Perhaps more important, forensics improved Fleming's life without dampening her unique

personality. "The NFL has taught me to talk to anyone and everyone while still being myself," she explains.

Remarkably successful in a variety of fields, Fleming explains that she draws on her forensic-trained communication skills every day. She has worked as a motivational speaker, a satellite host for *E! News*, and a radio talk show host. She is currently writing a book with comedians Frangela (duo Frances Callier and Angela V. Shelton) and Rose Delegacio entitled, *The Curvy Girl's Guide to Diet and Exercise*, which argues that fitness should focus on being healthy rather than reaching an ideal weight. She recently finished another film, *The Valley of the Gun*, and is now turning her attention to producing her own material.

To other students, particularly young women of color, who are contemplating forensics, Fleming has this advice: "Do it. Everything I've wanted to do in my life I've done because of this activity. The NFL gives you the tools to be a strong, independent woman of color."

"The only reason I've been able to get to this point is because of Mastro-Nard and the NFL," she says unabashedly. "The NFL definitely helped me find my voice." ■

About the Author

Jenny Corum Billman is the Coordinator of Public Relations for the National Forensic League. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a 4-year member of the forensic team and a Scholar of the College.

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Student of the Year *Spotlight*

by Danielle Camous



I love television shows that feature characters on a debate team, because usually, they make me laugh. For some reason, speech and debate competitors always seem to be classified as social outcasts who are a little too quirky for the high school scene. But I'd like someone to remind television writers that the range of forensic kids is more than the stereotype carved out for them. That, or Brad Pitt is a bigger nerd than any of his fans ever realized...!

But forensics is more than a merging of the drama club and the Future Politicians of America. It serves as a unique avenue to bring together a diverse group of students, while providing a set of opportunities to which some may never have access otherwise.

But the diversity of the NFL family does more than provide real opportunities to all of its members; speech and debate creates an environment that allows each of us to learn and grow with one another. Four years of competitions, hundreds of hours in high schools across the nation, and more than a couple dozen close friends later, I've found that we learn as much from those we compete with as we do from the competition experience itself.

The world is full of people who think and believe different things, possibly because we all view the world a little differently. This is what makes interp rounds exciting to watch, or debate rounds possible. That being said, it is much easier when those who are

different from you are not members of your team, or even your debate partner. Months after I received my high school diploma, I've realized my most important and most difficult high school relationship was with my debate partner, Libby.

Don't get me wrong—I know my forensic career would never have been as successful or memorable without Libby, but (and Libby and our teammates would probably agree), while we shared many qualities, we could also be the antithesis of one another. But our diversity made us stronger, and helped us grow in ways that may not have been possible otherwise.

At the risk of morphing into a writer for *Seventeen Magazine*, I offer my take on how to grow and thrive in possibly the most important relationship during high school. And if you are an interper without a partner, or a lone LD debater, don't worry. These tips are helpful with teammates or other relationships in general.

Tip One: Become a good communicator to do more than win rounds.

For two fairly competent speech and debate kids, Libby and I could struggle communicating with one another. She thinks with her head; I think with my heart. She looks at each individual piece of the puzzle; I look at the big picture. She sees how far we have come; I see how far we still have to go. For many, this may seem like the perfect match because we were a team comprised of two individuals who seemed to perfectly

complement the other. But don't be fooled. While this combination can create a perfect partnership, it takes plenty of work to get there.

It's easy to communicate with people who think and react to situations similarly. It's incredibly challenging to communicate with someone who doesn't; because it often feels like you are speaking two different languages. But Libby and I learned that, while challenging, it's not impossible.

First, always realize, respect, and remember where the other is coming from, then learn to adapt and communicate with one another. Sometimes this may mean breaking down the big picture or looking past what seems purely logical. No matter what, do it calmly and with care. Screaming at your opponent in a round will never change his/her mind, and it certainly will not do the same for your partner. Finally, just be patient and remember that it is an ongoing process. Even national champions have things that could be improved, and relationships work in the exact same way.

Tip Two: Compromise is not a philosophical idea.

I cannot tell you how much I used to abhor mornings or morning people. I saw mornings as the nightmare waiting for me after a good night's sleep. So, naturally, it was appropriate that Libby was an extreme morning person when we met. On Saturday mornings, she would bounce out of bed, jump into the

shower, and be packed and ready to go before I had made it out of bed. These moments had to yield one thing: death or compromise.

Luckily, we chose compromise. Lib would get ready solely in the bathroom to allow me at least an extra half hour of sleep and I would work a little bit longer on our CX boxes at night, since I preferred to stay up late. While this compromise seems insignificant, it opened the door to thousands more that only worked to strengthen our partnership. By recognizing our differences, we learned to live in the present together.

Tip Three: Acknowledge your own strengths, but also your weaknesses.

One of the best messages I ever received from my debate partner was sent to me one Thanksgiving during our usual holiday message exchange. It read, "I am so thankful to have a partner who knows my strengths and fills my weaknesses." It is natural for

any of us to want to put our strengths on display and try to cover our weaknesses, but Lib had recognized something profound in our relationship. Partnerships thrive and succeed if you can trust the other to know your weaknesses and to be there beside you to make you strong where you are weak.

I'm not sure if this is a lesson that can be described or taught well, but to move along this path you have to take a leap of faith and be willing to be weak while trusting in your partner. Each of us is weak in some aspect. Recognizing that weakness only helps us to grow and, ultimately, helps strengthen the partnership.

Our diversity serves us best when we choose to embrace them and grow as we learn with one another. We are all more than the quirky stereotype that has been carved out for us. Instead, we are an ensemble cast that brings together the varsity athletes, drama

club stars, student body presidents, science olympians, and young politicians to create something memorable. If it works for *Glee*, it can work for us too! Oh, and Lib, if you're reading this, I want to thank you for some of the best memories of my high school years! I never could have done this without you! Thanks for being my "better half" for four years! ■

About the Author

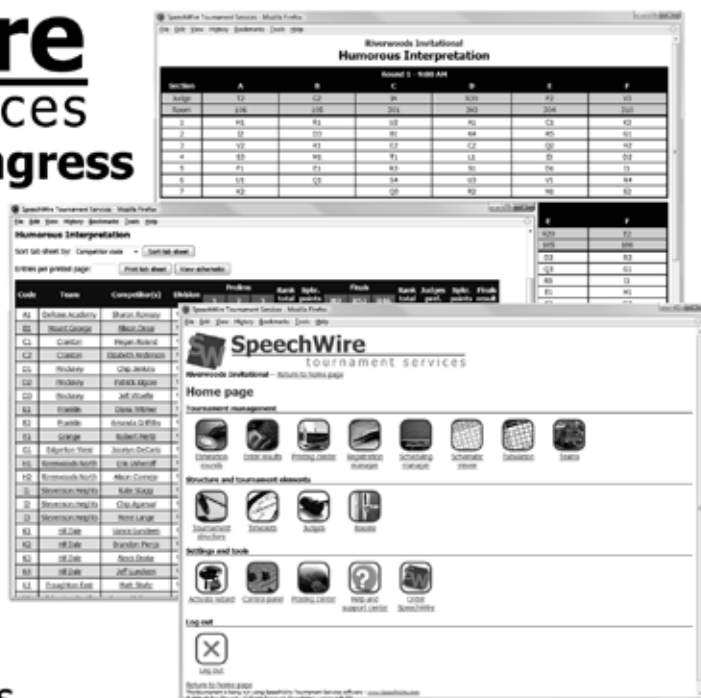
Danielle Camous is the 2009 NFL Student of the Year. An alumna of St. Mary's High School in Colorado Springs, CO, Danielle earned awards in debate, Congress, and US Extemp during her four-year career and achieved a degree of Premier Distinction.

She is now a student at the University of Colorado at Boulder.

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VBI VITAL STATS

Dates

Session I: July 11-24, 2010

Session II: August 8-21, 2010

NEW! Focus Tracks: July 25-August 21, 2010

(see information below)

Location

We are happy to announce that our entire summer will be spent on the campus of UCLA.

NEW FOR 2010! Focus Track Information

Our week-long focus tracks will allow students the opportunity to delve deep into issues that might interest them more as they move to become a more complete debater. These tracks will take place between Session I and Session II. The final week of the focus tracked study will overlap with the first week of Session II. Students may choose to participate in only one track per week as they will be fully immersed into the track they choose to gain maximum benefit of the program. Students may choose to stay multiple weeks to be able to do all tracks.

Skills/Drills (July 25-31, 2010 only)

Debaters will discuss and execute a number of different strategies in casing, refutation, in-round decision making and crystallization. This track is for any debater who wishes to improve on their technical and execution skills for every area of debate, and every debater should strive for that improvement.

Philosophy

The Philosophy track will teach students the proper use of philosophy in an LD debate round. Students in the Philosophy track will enter the season with a more complete understanding of moral issues that play out in every debate.

Kritik

The Kritik plays a unique role in Lincoln-Douglas debate. The Kritik track will focus on honing a debater's skills in regards to the different types of kritiks and how to weigh them against traditional LD debate arguments.

Theory

We have been debating theory for many years (such as the legitimacy of a "balance neg" or "straight-refutation"). Debaters who really know and can debate theory well will have a very valuable tool not only for in-round strategy but also as they think about casing.

Policy Arguments in Lincoln-Douglas

This track will encourage students to learn how to properly implement action-guided arguments into LD – such as Counterplans, Dis-Advantages, weighing empirical impacts, evidence analysis and using plans. This program will try to make policy argumentation accessible even to "traditionalist" judges.

Sept/Oct 2010 (August 15-21, 2010 only)

Held in conjunction with the Session II second-week, debaters will focus strictly on casing, practice rounds, briefing and blocking the Sept/Oct NFL resolution that is released on August 15.

More information can be found at: www.victorybriefs.com -or- email: help@victorybriefs.com

Nothing Special About K: A Rejection of Kritiks in LD

by Justin Bowles

I want to be very clear about what this article concerns and my own bias in this area. I am against K for many reasons. In my view they are arguments that seek to do the opposite of what they are meant. They seek to win at all costs while asserting that there is something more important than winning. However, I will say that I am open to evaluate kritiks on a case by case basis. If I see a kritik that is specific and necessary, I as a judge will vote on it. But I feel that such arguments are few and far between. To clarify the intent of this article, I am not addressing the kritik in terms of its use in Policy debate. Although some of these ideas may apply to certain kinds of kritiks across the spectrum, my focus here is Ks that are run on the negative in LD.

There is one glaring reason that kritiks should be rejected in Lincoln Douglas debate, and it is that kritiks are unnecessary because the negative position in LD is, at its very core, a critical one. When an affirmative presents a criterion in a case it is up to the negative to provide a challenge to it in order to meet the burden of clash in the round.

In essence, the negative is challenging the assumption of the affirmative position in trying to weigh a value. For example, when the affirmative seeks to uphold a value through a utilitarian criterion they are most often challenged by a deontological criterion on the negative. Here we have a situation whereby there are two distinct worldviews in conflict. And yet there is no indictment of institutions or systems, or accusation of perpetuating oppressive systems through language. In point of fact, the kritik seems to be taking the negative position to an extreme that is most times meant to give the negative

Two separate debates may have the same set of issues and ideas, but depending on the way certain things are argued can produce two different ballots. With a set of kritiks in their arsenal it is no longer necessary for a negative debater to have to respond directly to the affirmative or think on their feet in response to other arguments. In a world of K all that needs to be known is K.

The kritik would say that we disregard the arguments made specific to the resolution in favor of other issues, that while possibly relevant to abstract discussions of ideal worlds, has no place in a discussion on a

“Kritiks seek to win at all costs while asserting that there is something more important than winning.”

an unfair advantage of having what would amount to a silver bullet argument. What I mean by this is an argument that always applies and always wins.

Such a situation isn't how a debate should work. Every debate is its own self-contained discussion, and should be treated as such.

specific topic. This is exacerbated by the fact that the arguments of the K are usually ones that can't be proven to any reasonable standard. You will most likely end the debate exactly where you started without ever having discussed the resolution in any real depth.

Now we will move on to some specific issues with certain kinds of kritiks.

The first issue to be discussed is resolutional K. These are arguments that the affirmative links to just by affirming the resolution. Such resolutional kritiks should be thrown out whole cloth from debate in general. Trying to condemn the affirmative for performing their burden in the round is abusive, and should not be tolerated. If an affirmative is to have any hope in a debate round they must affirm the resolution. And if that is enough for them to lose the round



in the eyes of the negative there is nothing that the affirmative can do except be ready to argue only theory in round, leaving the actual debate behind.

Now we will move on to the performative contradictions of most K. We will stick with the resolutional K, but add in that it is a discourse K as well. To say that the affirmative links to the K simply by affirming, and that we must destroy the system or institution by creating discourse outside of round, the negative must run that K in every negative round to be consistent and honest. In addition to this, they must also not affirm the resolution because that would cause them to do the very things that they are advocating against in every other round. In order to meet the standards of their own argument the negative must not run an affirmative case at all. Or they must run it in such a way so as not to affirm at all.

The same can be said of language kritiks. If the negative seeks to change the way we speak in order to change our world they must

be held to the same standard outside of round just as they are advocating we all be. In the case of a language or discourse K it would be necessary to find out whether or not the debater has been consistent in arguing the K, as well as to determine whether or not they are engaging in a performative contradiction when they argue on the other side. Some may say that we can't do so because we cannot hold them to standards outside of the specific round, but the K seeks to do that in the first place. If we are going to allow the negative to seek discourse or education outside of the round we must hold them to the same standards they are advocating. There would be no way to enforce such a standard at a tournament.

So now that we know the problem we must come up with some solutions. Each and every person in the debate community can do something to try and deal with this issue. First, the NFL can come out with a strong and official position on kritiks in LD. They can create rules that would govern the K so

that we don't have abusive arguments being run on a regular basis. Second, the coaches can teach their students the flaws of K in LD and how to deal with it in round. If debaters are better able to handle the arguments they will become less attractive to those who would want to run them. Third, judges can be very clear about their distaste for kritiks in their paradigms. I very much doubt that a debater will run kritiks if they know that you will vote them down for doing so. Finally, and this is the most important part, the debaters themselves can reject K and refuse to run it. They can also, as stated above, learn to defend against K so that it becomes less and less attractive. ■

About the Author

Justin Bowles is the Assistant Coach of the Skyline High School debate team in Idaho Falls, Idaho.

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Curriculum Corner

Diverse Approaches to Forensics: Curricular vs. Extra-Curricular

by Adam Jacobi

*This column is a must-read for both new coaches
and coaches who mentor them!*

While it may be easy to agree that forensics is an interscholastic sport, the educational path young people take toward growth in the activity often follows different forms. At some schools, forensic classes (inclusive of speech and/or debate) are offered as part of curriculum, with benchmark assessments that may or may not be tied to interscholastic participation. Some state education agencies have codified standards. At other schools, forensics is strictly co-curricular or extracurricular as an after school activity. Some schools even have a hybrid model, where participation in forensics can count as an independent study credit.

Whatever the educational form it follows, it is important to embrace the notion that all forensic learning should include a scope of knowledge, skills, and dispositions expected of students, as well as a sequence of teaching and learning.

Toward an Educational Coaching Philosophy

Friend and mentor Dr. Kay Neal, Communication Department chair at the University of Wisconsin-Oshkosh, once called forensics “the purest form of teaching,” because a coach has the ability to work with a student over several years, witnessing his/her growth. Like a gardener who cultivates and nurtures a plant over several seasons, a coach becomes vested in the student’s maturity and drive toward success.

This should not be confused with living vicariously through students, a pitfall of which coaches who are former competitors are sometimes guilty. Athletic coaches call

all the shots, giving their team members play-by-play instructions on what to do and when to do it. In debate, this takes the form of coach-generated research and even coach-written cases. In speech, this takes the form of coach-written manuscripts, and in interpretive events, it takes the form of coach-cut pieces and moment-by-moment blocking. This begets students who do not think for themselves or even understand the content of what they’re presenting. They become marionette puppets whose coach manages all the strings. Sure, it’s

*“I detest the notion
of teaching to trophies
as much as I detest
teaching to tests.”*

easier to model a performance technique for students, but their acting becomes more meaningful when it comes from within them through their emotive understanding of the characterization and circumstances.

I detest the notion of teaching to trophies as much as I detest teaching to tests. Both test scores and trophies can be a great motivator, but they are not ends unto themselves. Some of my most successful students did not win tournaments, but they grew immensely in the quest. They were self-sufficient at the end of that journey, and all the better for it. When I left Rufus King High School, one of the most meaningful gifts my students gave me was a business card holder inscribed with “Imagine the possibilities...” When they presented it, I learned that unbeknownst to me, all

of my little paperweights and posters with inspirational quotations had an impact on my students. The most meaningful of all: “The journey is the reward.”

The old adage, “we teach for when we’re not there” is an important maxim for coaches to live by, because it reminds us that young people should take what they’ve learned in forensics into their future lives. The most rewarding students to work with are the ones who surpass the ability of their coaches to teach them further. That can be a tough lesson for a coach’s ego, but an important one, nonetheless. After all, I really do cherish all I have learned from students over the years.



Coach Background

I have realized over the years just how diverse the backgrounds of forensic coaches are. They hail from science, foreign language, mathematics, special education, elementary education, and non-teaching careers, just to name a few. Oh yes, and there are some licensed teachers of communication within the ranks... but I would wager not even a majority of coaches. Despite their

varied disciplines, coaches almost universally bring a zealous passion to making forensics accessible to as many young people as possible, with an earnest desire to see those kids succeed.

Teachers with training in the communication discipline can create curriculum for any speech course. So, how do coaches without training in communication studies proceed? Well, if they were fortunate

“We need to do a better job of educating our colleagues on how rewarding the activity is, and offer our support when needed to ensure coach retention.”

enough to have competed themselves, they have that on which to fall back. However, they will not have as firm a foundation for pedagogy as someone who has studied the discipline. Those without any background often find a mentor, and they take advantage of myriad coach resources and professional development opportunities the NFL has available. What both former competitors and novice coaches have in common is much of what they do is instinctive and done on an *ad hoc*, or as needed basis, especially early in coaching tenures.

Constantly reacting to needs can be an exhausting proposition, though, especially for a coach who inherits a large, active program of zealously motivated students with type-A personalities! At least a new coach who is building a program from scratch can start small. Like in teaching any subject, proactive planning of what to cover and when really is worth its investment in time and energy. For a coach who has no frame of reference by which to plan, it is helpful to find a mentor and be persistent (but polite) in finding necessary answers. Many veteran coaches are willing to offer assistance, but they are

often up to their ears in responsibilities and commitments. So, if they do not answer in a reasonable time frame, seek out a different mentor or leader.

When I reflect on programs I’ve seen wither away, it’s most often because a new coach could not be found. We need to do a better job of educating our colleagues on how rewarding the activity is, and offer our support when needed to ensure coach retention. If a coach cannot dedicate all his/her time to coaching and traveling, then a partner associate with whom to split duties helps.

When all else fails, follow the advice I once heard in a professional development workshop: “fake it until you make it.” In fact, one of the best anecdotes I have ever heard about learning the activity comes from NFL Hall of Fame coach, author, and speaker, Randy McCutcheon. McCutcheon recounts learning how to debate in high school by going to a tournament, losing the first debate, yet noting all the arguments used, and then using those arguments to win against the opposing team the following round. Of course, he later talked to other teams and learned techniques that made them successful. The point of his story (which is much more engaging to listen to in person) is that persistence pays off.

Approaching Curriculum

While it may be a simple concept, it really does help to take one step at a time. Whether drawing on the sage advice of a mentor, or combing through instructional guides, a coach should focus his/her efforts on a specific forensic category/event. It does help

Visit our coach resource portal at www.nflonline.org/Coaching

to look at model presentations and get a sense of how an event feels, so NFL final round videos are a great place to start. Current and past years of speech and debate events are available for purchase; interpretive events are available free with a licensing agreement (past years do require a handling fee). The new Web site, *NFLtv.org*, also has myriad archived (though older) videos, and new instructional videos.

Using the concept of backward design, investigate the theories, principles, and techniques necessary to effectively guide students in learning forensics. There are various instructional materials available; visit www.nflonline.org/Coaching. Don’t attempt everything immediately. First, focus on concrete concepts before moving to more abstract ideas.

Volunteer to help at tournaments you attend. When I host tournaments, I always invite new coaches to help tabulate, because they are able to pick the brains of veteran coaches in a captive environment, and it also engenders a sense of belonging in the community. That’s how I learned a great amount.

Advancing to the Next Level

Professional development really can be enriching. I attended a coaching institute one summer, with the assistance of some extra funds that my principal needed to spend or lose by the end of the school year, along with permission I was given to use funds raised by parent boosters. It was well worth the time and expense in what I learned, the materials I gained, and the network of coaches I met. Now, the NFL has partnered with several institutes to waive coach tuition expenses, so the participating coach need only pay transportation, room and board (and some institutes may even have financial assistance for room and board available).

The NFL also offers online professional development in concert with Minnesota State University, Mankato. Additionally, whether or not a coach qualifies students to the national tournament, s/he can enroll in coach clinics held in conjunction with the tournament, earning practicum hours for judging and observing rounds (an additional night’s stay may be required). ■

About the Author

Adam Jacobi is the NFL’s Coordinator of Programs and Coach Education. A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre.



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NDCA COACHES CORNER

Meaningful Debate

by Phil Clark

As a first year high school debate coach with no previous experience as a debater, I have found this initial exposure to high school debate both surprising and challenging. I, like many others, assumed debate was like what we see our politicians do on TV. But to my surprise, it was much different. I appreciated the recent article in *Rostrum* regarding Policy debate in the state of Indiana, and echo the author's sentiments about the direction of debate. The oddness and exclusiveness of Policy debate, however, is only a part of what has me concerned about the validity of debate.

As I have been incorporated into a very strong and welcoming debate community in the Salt Lake City area, I have learned quite a bit about debate theory and practice. Learning from experienced teachers, coaches, and former debaters how debate should work has advanced my maturation as a debate coach and teacher. The dilemma I am finding is that the benefits and prestige of debate too often fail to reach our students.

When a university or potential employer sees 'debate team' on an applicant's résumé, it usually is an indication of strong work ethic, academic ability, and exemplary communication skills. My concern is that such a reputation is in jeopardy. Canned cases and confusing jargon, style, and rules are undermining what debate is supposed to

be and do for our students. If I have observed this in just a few months, being a debate beginner, I can't help but wonder whether others feel the same way. These others may well be the people looking over our students' applications and résumés in the future. We can't afford to lose the reputation that debating has built over the years.

Debate should be one of the preeminent activities preparing students for college, life, and careers. It is designed to teach students how to research effectively and write and speak persuasively. I can't help but notice that those attributes are not always being instilled in our debaters. Many debaters are relying on canned cases rather than original research. Too many cases are merely recited rather than delivered with passion and resolve. There is a real disconnect between what is being said and what is being felt. If these debaters are to be our future political leaders, lawyers, judges, and CEOs, they must learn to develop and deliver original thought.

I would love nothing more than to see debate slowed to a rational pace centered on quality thought and logic. We owe it to our students to prepare them for their future. This means giving them real world practice in settings in which they would actually be placed. I have been unable to put together a Policy debate team because it is so ridiculously impractical and unappealing to most students that they prefer to focus on

events that give them a real look into how debate translates into their lives and futures. When my students chose to focus on Public Forum, Lincoln Douglas, and Congress, I was actually very proud that they recognized the relevant experience and exposure these events would give them to build their skills.

My intention is not to tear down debate or even the conundrum that is Policy, but rather to encourage our debate community as a whole to better educate our students in the philosophy and methodology upon which debate is founded. When our students graduate and move on with their lives, it would be so much more meaningful to have given them knowledge, ability, and experience that has practical use in helping them succeed in broader endeavors. I don't expect to change debate and the current system. I just think we could all use a re-evaluation of what our debaters are really gaining from what could have a large impact on their lives. ■

About the Author

Phil Clark was raised in NJ where he graduated from Rutgers University with a degree in History. Mr. Clark moved to Utah a couple of years ago and started teaching debate for the first time this year at Lehi High School.

Runaway Trends and Conventions: Musings and Confessions of a Former Coach

by Adam Jacobi



One of the most celebrated Original Oratory speeches in NFL history was Josh Gad's 1999 "Hoo-Ah!" speech on taking risks, because he actually risked penalty by judges in breaking several conventions, including sitting onstage during the final round. Unfortunately, students like Josh are too few and far between, and I have a suspicion that some coaches may even steer students clear of taking such risks in the name of earning trophies.

Both during my presidency of the Wisconsin Debate Coaches' Association and visits on behalf of the NFL to district tournaments and clinics/conventions, I have heard a recurring theme from coaches: dissatisfaction with certain trends in forensics. Until recently, I chalked this up as resistance to change. After all, we celebrate forensics as a student-centered activity. To what extent have we let students run away with the activity to its educational detriment?

Two recent experiences have brought this issue to the forefront of my thinking.

First, I had the pleasure of attending the National Communication Association

Convention in Chicago. Among discussions about trends in forensics at the collegiate level, I became acutely aware that what is practiced in competition is not always meaningful, realistic training for speech communication. As longtime stewards of the activity, coaches—and the judges they hire—ought to be gatekeepers for standards. Have you ever heard a student seasoned in Original Oratory give a speech at a school or community function? Did s/he walk in a triangle, speak with an affected tone, and gesture so predictably, s/he looked like a programmed robot?

Next, I had the pleasure of sharing conversation with coaches at The Glenbrooks Tournament in November. We talked about the nature of education in forensics, and how several coaches complain about certain styles, yet their own students perpetrate the very habits they have grown to hate. Wait a minute... who is in charge here? While many of the epistemological frameworks our students explore in philosophy-centered debates tend to call for questioning systems of power, the students are ultimately beholden to the judge in the round, the coach who makes their participation possible, and the school for allowing their involvement.

So, when did the activity run amok? As a coach whose students talked like they were auctioneers-in-training, I abided them "playing the game," because it was their intrinsic motivator. As a communication scholar and educator, however, I loathed what they were doing. I justified this behavior as a function of strategy and the changed nature of certain forms of debate into "verbal chess" rather than a rhetorical, or persuasive, communication exercise. But, what of generic evidence that isn't properly linked to arguments? Do we accept

shortcuts because they make life easier for debaters than directly clashing and thinking critically and with originality? What about students who run kritiks without a meaningful understanding of the implications of the theories and philosophies they're promulgating? I've heard several coaches blame collegiate debaters at camps who fill our students' heads with these tactics and theories. So, when did we lose control? Are the inmates running the asylum, so to speak?

Consider this chilling example. After one school lost a series of outside coaches, a newer teacher volunteered to take over the program, and actively sought mentors, resources, and professional development. The students, however, fought this teacher every step of the way. In fact, I even overheard them talking about their "incompetent coach." Ultimately, their attitude and parent pressure on school administration forced this coach away from our profession. She was doomed from the start because she wasn't part of the "in-crowd" with an established group of students.

A colleague of mine once described coaches as "slaves to our students." After all, we give up our evenings and weekends in the name of the activity. In our symbiotic relationship with students, we are often so eager to see them succeed as they grow, that we forget to make sure they're growing appropriately. Invariably, there are young people who think they're too good to present to a "mommy or daddy judge" (a term often used disparagingly toward parents who support the activity by volunteering to judge). Wait a minute! Aren't parents adults, and therefore, citizens of our society? In the spirit of *E pluribus unum*, they are part of the electorate, so they should be capable of making informed decisions. If anything,

“As longtime stewards of the activity, coaches—and the judges they hire—ought to be gatekeepers for standards.”

exposing so-called common citizens or “lay judges” to debates and speeches would make them more informed and have a positive influence on them as a member of society. Certainly, that’s what outside organizations and sponsors who have taken an interest in supporting forensics see as a benefit of the activity.

The coaching community’s answer to such problems has been to create new events, alter rules, and create more structure. In turn, students apply trends from other events, find loopholes in the rules, and push the envelope ever closer to... nuclear war! The aforementioned college coaches questioned conventions of artificiality that have arisen in various speech and interpretation events to the point that they’re expected. For example, if students do not hold their interp binder in a certain way, they are penalized. When conventions are absent, students are penalized by judges. Then, there’s the whole adversity to classic literature, because judges have preconceived notions of what a characterization *ought to be*, rather than appreciating the *interpretation* by the student, and judging that on its own merits. The importance of judge ethics and efficacy as educational gatekeepers of the activity on a weekly basis cannot be overstated.

Leave No Judge Behind

If we tap alumni to judge, we cannot simply rely on their experience in the activity, and especially their preconceived opinions on the way things ought to be. After all, many forensic organizations are generally distrusting of “first-year-outs,” disallowing them to judge at high-stakes tournaments. However, what about local tournaments where the most meaningful building and learning takes place? What about after a year has passed? We should make sure *all judges*—parents, alumni, faculty, community members, etc., are aware of their biases and check them at the door.

We certainly ask debate judges to do so with *topics*, but not necessarily with conventions and preconceived expectations. We should outline general standards for judges to assess, rather than telling them what they should not. Since forensics is educational, why would we hold the notion of assessment standards to a lesser standard than other disciplines? If we don’t like certain trends, we should instruct our judges to hold students accountable for those habits.

While we’re discussing judges, let’s train them to be specific in their criticism, by citing specific arguments/points, moments in performances, and techniques students use, rather than writing the generic “good job,” or worse, “work on gestures.” Rather, judges should explain what that work entails; for example, “explore the emotions underlying the text,” or “explain more clearly how the evidence you cited relates to your second point.” And the worst cop-out for a judge is the comment “tough round.” Judges should clearly explain what qualities were present in the round’s best students and how that affected their decision/rank/rating.

Standing for Standards

Finally, coaches must be ready to act as they believe, lest their complaining become a double-standard. I appreciate that earning trophies is a way of justifying a program to administrators. I also understand how success has a certain addictive quality to it. As this month’s Curriculum Corner column explores, trophies are simply a means to a greater end. At some point it is important to stand for what we believe in, and ensure we’re not condoning certain habits among our students, if we know they serve no educational purpose. While I loved Yoda’s mantra: “do or do not; there is no try” as a cute motivating phrase for students, I found greater value in *The Magic School Bus’* Miss Frizzle telling her students to “get messy and make mistakes!” Indeed, “the journey is the

reward.” We should not have to compromise what we believe is right in the name of winning, with the ends justifying the means. One of Josh Gad’s most poignant examples of bravely upholding a conviction was Rosa Parks refusing to move from her seat in the front of a bus in Montgomery, Alabama in 1955. Ms. Parks initially went to jail, but won much more—for many more people—in the aftermath of that first, slight setback. In Josh’s words, “to that I say, ‘Hoo-Ah,’ ‘Hoo-Ah,’ I say!” ■



Josh Gad’s speech can be viewed online at www.NFLtv.org.

About the Author

Adam Jacobi is the NFL’s Coordinator of Programs and Coach Education.

A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre. He has been a certified speech adjudication workshop trainer for the Wisconsin High School Forensic Association since fall of 2001.

January's Book of the Month:

The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child

Clark, R. (2003). New York: Hyperion.

After being named the 2001 Disney Teacher of the Year, North Carolina native Ron Clark condensed his award-winning educational strategies into the 2003 book, *The Essential 55*. In fairness, "condensed" might be a strong word: Rule 29 on etiquette, for example, includes 26 sub-points. Additionally, Clark's rules address everything from bathroom and cafeteria etiquette to how to act in a movie theatre. Still, *The Essential 55* does promise to affect students in a powerful way.

Some of Clark's requirements may seem oddly specific, such as Rule 24: "Flush the toilet and wash your hands after using the restroom... After washing your hands, use the paper towel to turn off the faucets and to press the dispenser to get another paper towel to dry your hands (or use the towel to press the button to start the dryer)." Others may come across as unnecessary, such as Rule 47: "Do not bring Doritos into the school building" (p. 131). However, Clark's pearls of wisdom tend to reside in his explanation of the rules rather than the rules themselves. In other words, to discern a method to his madness, the reader must thoughtfully consider Clark's commentary in addition to the rules.

In this vein, a few notable themes surface between the lines of *The Essential 55*. They include the following instructions:

1. *Respect others.*

"If you want children to respect you, you have to let them know it," Clark explains on page one of his book. This principle undergirds a number of *The Essential 55*, including Rule 8: "Do not smack your lips, tsk, roll your eyes, or show disrespect through gestures" (p. 21). Respect also motivates Rule 37: "If someone bumps into you, say excuse me, even if it was not your fault" (p. 112).

Clark tells the story of flying with his class from Harlem to Los Angeles. Much to his chagrin, passengers asked to speak to him after the flight. Happily, "Each person who got off the plane wanted to shake my hand," he writes. "They said that when they saw the kids get on the plane they were thinking it was going to be a nightmare flight, but the kids were so polite and well mannered and respected during the entire trip. The captain of the plane had even made an announcement during the flight about the class and how well behaved they were" (p. 113). Respect, Clark explains, is a necessary precondition for successful relationships and effective education. Not surprisingly, respect is also a tenet of the NFL Code of Honor.

Ron Clark makes a **powerful** case for why he deserved the Disney Teacher of the Year Award—and how other educators can achieve similar, outstanding **SUCCESS**.

2. *Be true to your word.*

Achieving one's potential in school—or in life—hinges on integrity, Clark argues. A number of his rules affirm this truth. Rule 53, for example, states: “No matter what the circumstances, always be honest” (p. 152). Integrity also reverberates in Rule 49: “Stand up for what you believe in” (p. 137).

Clark recalls a time when one of his star students accidentally lost her homework assignment. “She was a quiet, sweet girl who always had her homework, and I was hesitant to give her a detention; however, the entire class was watching me to see how I was going to handle the situation. If I didn't give Nancy a detention, the students would lose respect for my word. I couldn't go back on what I had said...” (p. 139). Even after the student's mother protested angrily, involving Clark's principal in the dispute, Clark felt compelled to abide by his word. “Nancy survived her detention,” he writes, “And that class went on to have twenty-three days in a row where each child in the class turned in every piece of homework” (p. 141).

3. *Be kind.*

Kindness makes a life fulfilling, Clark writes, so he schools students in specific ways to demonstrate kindness. In some instances, this concept is reflected in small, strategic behaviors such as Rule 23: “Know other teachers' names and greet them in the hall.” In other cases, kindness should happen in a more open-ended way, as Rule 11 indicates:

“Surprise others by performing random acts of kindness. Go out of your way to do something surprisingly kind and generous for someone at least once a month” (p. 29).

Clark tells the story of winning the Disney Teacher of the Year award, which was presented to him at Disneyland. In the true spirit of Rule 11, he raised over \$16,000 to take his entire class with him to receive the award. He recalls that, instead of exploding with joy over his surprise announcement of the trip, “many of the kids just put their faces in their hands and started crying... it was obvious that the opportunity to go on a once-in-a-lifetime trip meant a great deal to them” (p. 42). He goes on to note that moments like this one motivate him to continue teaching.

4. *Strive for excellence.*

Clark demands excellence in everything from manners to homework, and reports that students almost always rise to his high expectations. This idea motivates rules such as Rule 14, “Answer all written questions with a complete sentence” (p. 50) and Rule 41, “At home, answer your phone in a polite and appropriate manner” (p. 119). For students in Mr. Clark's class, every task (even the seemingly trivial) provides an opportunity to achieve excellence.

Clark is more direct in demanding excellence toward the end of the book with Rule 51, “Live so that you will never have regrets” (p. 144) and Rule 55, “Be the best person you can be” (p.

158). Clark tells of trips with his students to the White House, Disneyland, North Carolina, movie theatres, and more—all of which demonstrate his commitment to excellence in education. Conversely, he refuses to let his students settle for anything less than their personal best. “It is important not to let external factors keep you from developing who you are and the person you are trying to become,” he writes. “Be the best person you can be” (p. 158).

In the end, *The Essential 55* challenges readers to examine their behavior and demand that others do the same. While the rules are generally more practical than pedagogical, and some may seem odd at first blush, this book is nothing if not inspiring. Additionally, the segmented composition makes it easy to study one rule, put down the book, and return later. So whether he is offering tips for extracting homework from students or simply telling readers where to stand on an escalator, Ron Clark makes a powerful case for why he deserved the Disney Teacher of the Year award—and how other educators can achieve similar, outstanding success. ■

About the Author

Jenny Corum Billman is the Coordinator of Public Relations for the National Forensic League. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a 4-year member of the forensic team and a Scholar of the College.

Note: This feature is intended to discuss professional literature for the benefit of NFL members. The views expressed by the authors of books discussed in this column do not necessarily reflect the views of the National Forensic League or its employees. Review of a book does not constitute endorsement by the NFL.

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HIGH SCHOOL **The People Speak Global Debates** challenge young people everywhere to speak up and change the world. Students participate within their communities and schools by holding a public debate, by reaching out to their elected leaders, and by taking an active role in their communities. The free, comprehensive toolkit walks students through every aspect of the Global Debates, allowing teams to take the lead in completing their project. In spring 2010, students will have the months of March and April to hold their public debate. Winning teams and their teacher receive all-expenses-paid trips to the IDEA Youth Forum. To learn more, visit ThePeopleSpeak.org

MIDDLE SCHOOL **The IDEA-NJFL National Tournament** is the premiere middle school debate event. This large open tournament, featuring a variety of formats including storytelling and poetry as well as popular debate formats, is designed to instill and nurture in younger students an appreciation for divergent viewpoints and diverse cultures. The 2010 tournament takes place in Iowa City, Iowa, June 24-27.

HIGH SCHOOL **The International Tournament of Champions**, a Worlds-style event, brings together high school students from as far away as Canada, the Philippines, India, and Korea for two days of competition and friendship-building activities. This event is unique because it takes place on the campus of Willamette University in Salem, Oregon, offering competitors a taste of undergraduate life. Students stay in dorms and enjoy free time on campus after competition. Willamette University conducts a workshop the day before the tournament. The 2010 ITOC takes place May 22-23.

HIGH SCHOOL **The IDEA Youth Forum**, now in its 16th year, gathers 250 young people from more than 30 countries for nearly three weeks of competitions, workshops, and cultural experiences. IDEA groups participants from different countries into three-person teams. Team members must work together to address controversial issues. The 2010 Youth Forum will take place in The Netherlands, July 22-August 4.



international debate education association

(503) 370-6620 idebate.org

NFL DISTRICT STANDINGS

(as of December 1, 2009)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	1	Three Trails (KS)	216	Blue Valley North High School	620
2	5	Kansas Flint-Hills	177	Washburn Rural High School	341
3	1	Calif. Coast (CA)	171	Leland High School	633
4	-1	East Los Angeles (CA)	168	Gabrielino High School	645
5	-4	New York City	158	Regis High School	643
6	1	Northwest Indiana	154	Plymouth High School	377
7	4	San Fran Bay (CA)	152	James Logan High School	562
8	2	Sierra (CA)	151	Sanger High School	705
9	-2	Florida Manatee	149	Nova High School	541
10	7	East Kansas	146	Shawnee Mission East High School	390
11	2	Heart Of America (MO)	142	Liberty Sr. High School	583
12	2	Show Me (MO)	140	Belton High School	313
13	-1	Nebraska	139	Millard North High School	307
14	-8	Southern Minnesota	137	Eagan High School	524
15	-10	Ozark (MO)	136	Central High School - Springfield	550
16	4	Northern South Dakota	130	Aberdeen Central High School	260
16	1	Rushmore (SD)	130	Sioux Falls Lincoln High School	446
18	5	Sunflower (KS)	125	Wichita East High School	251
19	6	Illini (IL)	122	Downers Grove South High School	337
20	-5	South Texas	119	Bellaire High School	727
21	5	Eastern Ohio	117	Perry High School	253
22	-2	Southern California	114	Claremont High School	288
22	--	West Kansas	114	Buhler High School	266
24	-5	Northern Illinois	108	Glenbrook South High School	307
25	4	Carver-Truman (MO)	104	Neosho High School	351
26	-10	Central Minnesota	101	Eastview High School	335
26	-2	New Jersey	101	Ridge High School	241
26	8	Golden Desert (NV)	101	Green Valley High School	348
29	2	Idaho Mountain River	100	Hillcrest High School	298
30	-3	New England (MA and NH)	99	Manchester Essex Regional High School	248
30	-1	Rocky Mountain-South (CO)	99	George Washington High School	304
32	-5	Northern Ohio	98	Canfield High School	207
33	1	South Kansas	97	Fort Scott High School	253
34	7	Deep South (AL)	93	The Montgomery Academy	242
35	6	East Texas	91	Klein High School	207
36	8	Chesapeake (MD)	90	Walt Whitman High School	330
37	12	Utah-Wasatch	89	Sky View High School	208
37	-4	North East Indiana	89	Chesterton High School	368
37	-5	Montana	89	Flathead High School	207
37	4	Florida Panther	89	Trinity Preparatory School	279
41	6	Idaho Gem of the Mountain	88	Mountain Home High School	289
42	7	Eastern Missouri	86	Ladue Horton Watkins High School	195
43	-5	Tarheel East (NC)	84	Pinecrest High School	154
44	-8	Colorado	83	Cherry Creek High School	310
45	11	Great Salt Lake (UT)	82	Skyline High School	192
45	18	South Carolina	82	Southside High School	252
45	15	Georgia Northern Mountain	82	Henry W. Gardy High School	249
45	1	Sundance (UT)	82	Bingham High School	212
49	-13	Hoosier Crossroads (IN)	81	Kokoma High School	214
49	7	Greater Illinois	81	Belleville West High School	163
51	10	Carolina West (NC)	79	Myers Park High School	214
51	2	Central Texas	79	Winston Churchill High School	229
53	1	West Iowa	77	West Des Moines Valley High School	241

NFL DISTRICT STANDINGS

(as of December 1, 2009)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
53	-6	Arizona	77	Desert Vista High School	299
53	-2	North Coast (OH)	77	Gilmour Academy	140
53	6	Wind River (WY)	77	Green River High School	192
57	6	Northern Wisconsin	76	Appleton East High School	229
57	10	Heart Of Texas	76	Westlake High School	184
59	2	West Los Angeles (CA)	75	La Reina High School	162
60	-6	Northern Lights (MN)	73	St. Francis High School	220
60	-22	North Dakota Roughrider	73	Fargo South High School	174
62	-17	Southern Wisconsin	72	Brookfield East High School	170
62	1	Hole In The Wall (WY)	72	Cheyenne East High School	221
64	-13	Michigan	70	Portage Northern High School	154
64	15	Western Washington	70	Gig Harbor High School	212
66	8	Louisiana	69	Comeaux High School	162
66	4	Pittsburgh (PA)	69	North Allegheny Sr. High School	232
66	3	Space City (TX)	69	Kerr High School	136
69	-31	Inland Empire (WA)	68	Central Valley High School	129
69	10	North Texas Longhorns	68	Flower Mound High School	177
71	11	Lone Star (TX)	67	Plano Sr. High School	203
71	-5	East Iowa	67	Indianola High School	209
71	5	Florida Sunshine	67	Pine View School	163
71	-1	Nebraska South	67	Lincoln East High School	214
75	-5	Valley Forge (PA)	66	Truman High School	143
76	5	Big Valley (CA)	65	James Enochs High School	142
76	-9	Kentucky	65	Grant County High School	182
78	-2	New Mexico	64	Albuquerque Academy	148
78	-5	West Oklahoma	64	Norman North High School	223
80	2	Colorado Grande	63	Central of Grand Junction High School	139
80	-6	Mississippi	63	Oak Grove High School	168
82	--	Rocky Mountain-North (CO)	61	Rocky Mountain High School	147
83	5	Georgia Southern Peach	60	Carrollton High School	121
83	5	Western Ohio	60	Notre Dame Academy	100
85	10	Tall Cotton (TX)	59	Seminole High School	118
85	-7	Tennessee	59	Morristown West High School	155
87	3	Gulf Coast (TX)	58	Gregory Portland High School	171
87	-31	New York State	58	Scarsdale High School	143
87	-2	Hoosier Heartland (IN)	58	Fishers High School	118
90	2	UIL (TX)	56	Hallsville High School	142
90	-5	Capitol Valley (CA)	56	Mira Loma High School	173
92	7	Puget Sound (WA)	55	Kamiak High School	150
93	--	East Oklahoma	54	Jenks High School	195
93	-2	South Florida	54	Michael Krop High School	124
95	-2	North Oregon	53	Sprague High School	124
96	2	LBJ (TX)	50	Princeton High School	149
97	7	Iroquois (NY)	48	R. L. Thomas High School	100
97	3	South Oregon	48	Ashland High School	117
99	-4	Sagebrush (NV)	47	Reno High School	161
100	2	West Virginia	46	Wheeling Park High School	69
101	-14	Pennsylvania	44	Bellwood-Antis High School	114
102	3	Maine	43	Lewiston High School	84
103	-2	Virginia	42	West Potomac High School	86
103	-6	Hawaii	42	Punahou School	120
105	-3	West Texas	41	Ysleta High School	65
106	--	Pacific Islands	17	CheongShim Int'l Academy	58



Welcome new affiliates!



East Anchorage High School, AK
West Anchorage High School, AK
Highland High School, AZ
Mesquite High School, AZ
Abraham Lincoln Sr. High, CA
Highlands Academy of Arts & Design, CA
Marc & Eva Stern Math & Science School, CA
Stockton Early College Academy, CA
East River High School, FL
Smith Prep, FL
Langston Hughes High School, GA
North Forsyth High School, GA
George Washington High School, GU
Okkodo High School, GU
Renaissance Magnet High School, ID
Libertyville High School, IL
Bloomington High School South, IN
North Montgomery High School, IN

Catholic High School, LA
Atholton High School, MD
Robbinsdale Armstrong High School, MN
Vancleave High School, MS
West Tallahatchie High School, MS
St. Charles High School, MO
Las Vegas High School, NV
Hobbs High School, NM
Cresset Christian Academy, NC
Middle College High School (Durham), NC
School of Inquiry & Life Sciences
at Asheville, NC
Thompson High School, ND
Harrison High School, NY
Marburn Academy, OH
Revere High School, OH
Gettysburg Area High School, PA

Penncrest High School, PA
The Shipley School, PA
Douglas High School, TN
Lancaster Christian Academy, TN
Sevier County High School, TN
Andy Dekaney High School, TX
China Spring High School, TX
Iowa Park High School, TX
Tuloso-Midway High School, TX
West Orange-Stark High School, TX
Cedar Park Christian Schools, UT
Panguitch High School, UT
Roy High School, UT
Westlake High School, UT
Graham-Kapowsin High School, WA
The Bear Creek School, WA
Walla Walla High School, WA
Kewaskum High School, WI

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Jr. Duo Acting, Improv Duo, Interp of Lit, Poetry,
Prose and Storytelling

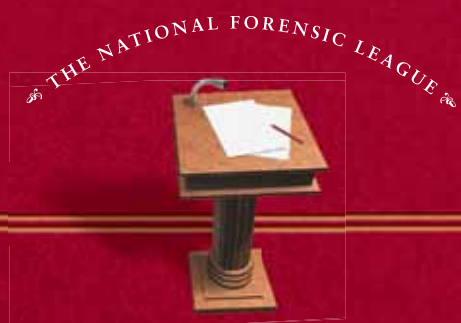
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